DOCUMENT RESUME

ED 159 998 HE 010 457

TITLE Regents External Degrees (and) College Proficiency Examinations.
INSTITUTION New York State Univ. System, Albany.
PUB DATE 77
NOTE 326p.

EDRS PRICE MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS Achievement Tests; Associate Degrees; Bachelors Degrees; *College Credits; *Degree Requirements; Educational Certificates; *Equivalency Tests; *Experiential Learning; *External Degree Programs; Higher Education; Measurement Instruments; Special Degree Programs; State Universities
IDENTIFIERS *College Proficiency Examinations; New York; *Regents External Degree

ABSTRACT

The catalog is designed to provide information on both the Regents External Degrees and the College Proficiency Examinations of New York State. The information is oriented toward individuals who wish to know about and take advantage of either program. The Regents External Degree is awarded by the University of the State of New York, which has no campus or traditional facilities and which evaluates students it has not directly taught. General information is provided on program organization and functions, and specific information is given on the degrees: associate degree in liberal arts and science, associate and bachelor's degrees in nursing, bachelor's degree in liberal arts and science, and bachelor of science (business administration). The advisory board members are listed. The Regents Credit Bank is explained. The New York College Proficiency Examination Program is a college-level testing program offering examinations in a wide variety of subject matter fields. The examinations may be taken by anyone to validate knowledge gained outside of the formal college classroom, primarily for the purpose of earning college credit, satisfying teacher certification, or passing the Regents External Degree requirements. Examination content descriptions are given. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE 010 457

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N.Y. State
Ed Dept

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University *(with years when terms expire)*

1981 Theodore M. Black, A.B., Litt.D., LL.D., Pd.D., D.C.L., L.H.D. *Chancellor* .... Sands Point
1987 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D. *Vice Chancellor* .... Purchase
1978 Alexander J. Allan, Jr., LL.D., Litt.D. .... Troy
1986 Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc. .... Hastings on Hudson
1983 Harold E. Newcomb, B.A. .... Owego
1988 Willard A. Genrich, LL.B., L.H.D., LL.D. .... Buffalo
1982 Emlyn I. Griffith, A.B., J.D. .... Rome
1983 Mary Alice Kendall, B.S. .... Irondequoit
1984 Jorge L. Batista, B.A., J.D. .... Bronx
1982 Louis E. Yavner, LL.B. .... New York
1979 Laura B. Chodos, B.A., M.A. .... Clifton Park
1980 Martin C. Barell, B.A., I.A., LL.B. .... Kings Point
1981 Joseph R. Bongiorno, B.S., M.D. .... Brooklyn
1984 Louise P. Matteoni, B.A., M.A., Ph.D. .... Bayside
1981 J. Edward Meyer, B.A., LL.B. .... White Plains

President of The University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Regents External Degrees
The University of the State of
New York
99 Washington Avenue
Albany, New York 12230

College Proficiency Examination
Program
State Education Department
99 Washington Avenue
Albany, New York 12230

The programs, specifications, fees, and requirements described in this publication are subject to such change as the Regents External Degree and College Proficiency Examination faculty committees and Program Office deem necessary. The Regents External Degree Program operates in strict conformance with the guidelines for safeguarding the interests of persons taking part in postsecondary education in New York State, issued by the Deputy Commissioner for Higher and Professional Education.

(See inside back cover for correspondence directory.)

ALL RIGHTS RESERVED. Unauthorized reproduction or use prohibited.
Copyright © 1977 by The University of the State of New York

REGENTS EXTERNAL DEGREES

COLLEGE PROFICIENCY EXAMINATIONS

The University of the State of New York
Albany, New York
1977

HOW TO USE THIS CATALOG

This catalog is designed to provide information on both Regents External Degrees and the College Proficiency Examination Program. Since you may be interested in only one of the programs, it may not be necessary for you to read the entire catalog. The following suggestions should serve as a guide to those sections that will assist you most:

1. Read through the Table of Contents for an overview of the information contained in the catalog.

2. If you are primarily interested in obtaining an external degree . . .

   a. First read the "Introduction" and "General Information" sections in "Part I — Regents External Degrees." These sections provide important information which applies to all Regents External Degrees.
   b. Turn to the "Degree Programs" section, which contains a detailed description of each of the Regents External Degrees. Read the requirements for the degree program in which you are interested, as well as the listing of possible courses and examinations which can be applied toward satisfying the requirements for that degree.
   c. If you plan to satisfy degree requirements by means of Regents External Degree or College Proficiency Examination Program tests, see number 3 below.

3. If you are primarily interested in taking proficiency examinations . . .

   a. Read "Part III — The New York College Proficiency Examinations and The Regents External Degree Examinations."
   b. Turn to "Part IV — Examination Content Descriptions" and read the content descriptions of those examinations in which you are interested.

4. If you are not interested in enrolling in a Regents External Degree at this time, but do want an evaluation and consolidation of your educational records, read "Part II — The Regents Credit Bank." You should also read the "Approaches to Earning Credit" section in Part I, since this section also applies to the credit bank.

5. *Review the Table of Contents* to see if there are any other sections that may be of interest to you, and read accordingly.

FOREWORD

I have long maintained that all people, regardless of age or circumstances, should have the opportunity to earn a college degree, if they have the ability and desire to do so. In our "credential-conscious" society, people will need degrees to obtain jobs, to perform better the work they are doing, to advance to positions of greater responsibility, or to satisfy personal goals. Thousands of adults, many without formal education, but with knowledge and skills acquired through independent study, on-the-job training, or in other ways, have been denied the chance to get a college degree or have believed its attainment impossible for them.

Keenly mindful of this waste of human resources, I proposed in 1970 that external college degrees be awarded by the Board of Regents of The University of the State of New York. Since then, nearly 4,500 persons have earned Regents External Degrees, at both the associate and baccalaureate levels. These recipients range in age from 17 to 75 and come from every state and several foreign countries. They have included working adults, law enforcement officers, retirees, homemakers, prison inmates, and many armed forces personnel and government employees.

The great majority of our enrollees take courses at one or more colleges and universities in earning their degrees. A sizeable number of the graduates have gone on for advanced degrees and professional licensure. The program benefits not only the students involved, but also all the postsecondary institutions comprising The University of the State of New York.

The Regents External Degree Program is based on sixteen years of experience with the State Education Department's College Proficiency Examination Program. This credit-by-examination program was established for people seeking recognition for knowledge gained outside the classroom, regardless of the way in which it was acquired. At present, there are 60 of these tests available, and most colleges and universities accept passing grades for advanced placement or course credit. More than 100,000 credits have already been awarded in this fashion. The tests are now administered nationwide under the auspices of the American College Testing Program.

Both the external degree and proficiency examination programs are developed and monitored by over 300 faculty members from institutions of higher learning in New York. These scholars determine the academic content and standards of the program and, in so doing, insure continued service of high quality to students, employers, and to colleges and universities.

I solicit your advice and invite your participation in expanding educational opportunity for all who desire it.

Ewald B. Nyquist
President of The University of
the State of New York and
Commissioner of Education

THE UNIVERSITY OF THE STATE OF NEW YORK

The University of the State of New York, established by the New York State Legislature in 1784, is the oldest statewide educational agency in the United States. Presided over by the Board of Regents and administered by the Commissioner of Education who serves as its president, The University of the State of New York includes all public and independent colleges and universities, elementary and secondary schools, libraries, museums, historical societies, and other educational agencies in the State. The University offers no classroom instructional programs on its own behalf, and has no faculty, students, or campus of its own; yet students of every age and all educators are integral parts of The University, and the entire State is its campus. The most unified and comprehensive educational system in America, The University of the State of New York is designed to marshal the vast resources of the State and use them wisely and economically to enlarge and improve educational, professional, and cultural opportunities.

The Board of Regents of The University of the State of New York determines the State's educational policies, establishes standards for maintaining quality in the schools, incorporates colleges and universities, approves and supervises academic programs leading to college degrees, licenses and establishes standards for most professions, and confers diplomas and degrees. Because of its extensive experience in the evaluation of colleges and their curriculums, the Board of Regents is recognized as a national accrediting agency by the United States Office of Education.

The Regents have a central role in education in New York State and, under their supervision and leadership, major steps have been taken to expand postsecondary educational opportunity. In a society which increasingly demands academic credentials as proof of competency, the Regents recognize that methods must be developed to acknowledge the accomplishments of those who have acquired college-level knowledge and skills by means other than traditional classroom study.

TABLE OF CONTENTS

How to Use This Catalog iii

Foreword iv

The University of the State of New York v

Members of the Staff and Regents External Degree Faculty xii

PART I — REGENTS EXTERNAL DEGREES 1

Introduction 1

GENERAL INFORMATION 3

- Accreditation and Membership 3
  - Servicemen's Opportunity College (SOC) 3
- Degrees Offered 4
- Regents Credit Bank 9
- Enrollment 9
- Approaches to Earning Credit 10
  - 1. College Courses 10
  - 2. Proficiency Examinations 11
    - New York College Proficiency Examination Program (CPEP) 12
    - Regents External Degree Examinations (REDE) 13
    - College-Level Examination Program (CLEP) 14
    - College Entrance Examination Board Advanced Placement (AP) Examinations 16
    - Graduate Record Examination (GRE) Advanced Tests 17
    - Undergraduate Program (UP) Field Tests 18
    - Defense Activity for Non-Traditional Education Support (DANTES) and United States Armed Forces Institute (USAFI) Tests 19
  - 3. Military Service School Courses and Military Occupational Specialties (MOS's) 20
  - 4. Special Assessment 23
  - 5. Evaluated Noncollegiate Educational Programs 24
  - 6. Federal Aviation Administration (FAA) Airman Certificates 27
- Duplication of Credit 27
- Use of Credit for Two Degrees on the Same Level 28
- Grading 28
- Status Reports and Transcripts 30
- Transcript Request Procedures 30

Costs 31
  Financial Assistance 31
Candidate Counseling 32
  Advisement Office 32
  Statewide Volunteer Advisors 34
  Nursing Degree Advisors 34
  Higher Education Library Advisory Service (HELAS) 34
  Alternate Degree Office of Bronx Community College 35
  The Higher Education Institute 35
High School Equivalency Diploma 35
Medical Laboratory Technician — MLT: American Society of Clinical Pathologists (ASCP) — Certification 36
HOW TO EARN A REGENTS EXTERNAL DEGREE: ENROLLMENT AND DEGREE COMPLETION PROCEDURES 36
DEGREE PROGRAMS 39
THE ASSOCIATE REGENTS EXTERNAL DEGREES IN LIBERAL ARTS AND SCIENCE 39
  Associate in Arts and Associate in Science Degree Requirements 41
  Medical Laboratory Technician — MLT: American Society of Clinical Pathologists (ASCP) — Certification 46
  Approved Examinations for Fulfilling the Associate in Arts and Associate in Science Regents External Degree Requirements 47
  Associate in Arts Sample Status Report 54
  Associate in Science Sample Status Report 57
  Regents External Degree Committee on Associate in Arts and Associate in Science Degrees 59
REGENTS EXTERNAL DEGREES IN NURSING 60
  Regents External Associate Degrees in Nursing — Statement of Philosophy and Objectives 61
    Program Information 63
    Accreditation 63
    Comparison of the Two Associate Degrees in Nursing 63
    Degree Requirements — The Associate Degrees in Nursing 66
    Approved Examinations for Fulfilling the Associate in Nursing Regents External Degree Requirements 76
    Associate in Applied Science (nursing) Sample Status Report 83
    Associate in Science (nursing) Sample Status Report 84
  Regents External Baccalaureate Degree in Nursing — Statement of Philosophy and Objectives 87
    Program Information 88
    Accreditation 88
    The Bachelor of Science (nursing) Degree Requirements 89
    Approved Examinations for Fulfilling the Bachelor of Science (nursing) Regents External Degree Requirements 97
    Bachelor of Science (nursing) Sample Status Report 104

- Regents External Degrees Nursing Staff ... 106
- Committee on Regents External Degrees in Nursing ... 107
- The Bachelor's Regents External Degrees in Liberal Arts and Science ... 108
  - Program Options ... 109
  - Bachelor of Arts and Bachelor of Science Degree Requirements ... 110
  - Meeting Concentration Requirements for the Bachelor of Arts or Bachelor of Science Regents External Degree ... 116
  - Approved Examinations for Fulfilling the Bachelor of Arts and Bachelor of Science Regents External Degree Requirements ... 119
  - Bachelor of Arts Sample Status Report ... 127
  - Bachelor of Science Sample Status Report ... 130
  - Regents External Degree Committee on Bachelor of Arts and Bachelor of Science ... 133
- Bachelor of Science (business administration) Regents External Degree ... 134
  - General Business Option Degree Requirements ... 135
    - Approved Examinations for Fulfilling Bachelor of Science (business administration) Regents External Degree Requirements — General Business Option ... 141
    - Bachelor of Science (business administration) Sample Status Report — General Business Option ... 149
  - Subject Area Concentration Option Degree Requirements ... 153
    - Approved Examinations for Fulfilling Bachelor of Science (business administration) Regents External Degree Requirements — Subject Area Concentration Option ... 163
    - Bachelor of Science (business administration) Sample Status Report — Subject Area Concentration Option ... 168
  - Regents External Degree Committee on Bachelor of Science (business administration) ... 172
- Advisory Board of The University of the State of New York's Regents External Degrees ... 172

PART II — THE REGENTS CREDIT BANK ... 173

PART III — THE NEW YORK COLLEGE PROFICIENCY EXAMINATIONS AND THE REGENTS EXTERNAL DEGREE EXAMINATIONS ... 177

- Introduction: An Overview ... 177
- General Information on the Examinations ... 182
  - Application Procedure ... 182
  - Test Administration ... 182
    - New York State Testing ... 182
    - Out-of-State Testing ... 182

Fees 183
Applications 184
Grading Policies 184
Reporting Test Results 185
Examination Format 186
Use of the Examinations — Credit-Granting Policies 186
  College Credit-Granting Policies 186
  New York State Teacher Certification 187
  Interstate Certification 188
  New York City Teacher Licensure 188
  Salary Credit for Professional Educators 189
  New York State Civil Service 189
  Out-of-State Colleges, Departments of Education, and Institutions 189
Methods of Preparation 189
  Examination Content Descriptions 189
  Study Guides and Aids 190
  "How to Study Independently" 190
  Libraries 190
  Other Learning Resources 191
REVIEW CHECKLIST OF STEPS IN TAKING COLLEGE PROFICIENCY OR REGENTS EXTERNAL DEGREE EXAMINATIONS 192

PART IV — EXAMINATION CONTENT DESCRIPTIONS 195

Arts and Sciences 195
  African and Afro-American History 195
  American History 197
  American Literature: The Beginnings to the Civil War 198
  American Literature: The Civil War to the Present 200
  Anatomy and Physiology 202
  Applied Music 207
  Biology 209
  Earth Science 213
  European History 214
  Freshman English 217
  Shakespeare 219
Criminal Justice 220
  Introduction to Criminal Justice 220
  Criminal Investigation 222
Secretarial Science 223
  Introductory Typewriting 223
  Intermediate Typewriting 224
Business 226
  Accounting (Level I) 226
  Accounting (Level II) 227

Accounting (Level III) 228
Finance (Level I) 230
Finance (Level II) 231
Finance (Level III) 232
Management of Human Resources (Level I) 234
Management of Human Resources (Level II) 236
Management of Human Resources (Level III) 237
Marketing (Level I) 238
Marketing (Level II) 239
Marketing (Level III) 240
Operations Management (Level I) 242
Operations Management (Level II) 243
Operations Management (Level III) 244
Business Environment and Strategy 245
Education 248
Educational Psychology 248
History of American Education 249
Philosophy of Education 251
Foreign Languages — French, German, Italian, Russian, and Spanish 253
Battery A — Language Skills 253
Battery B — Applied Linguistics; Civilization and Culture; Professional Preparation (Teaching Methods) 253
Satisfying Foreign Language Requirements for New York State Teacher Certification 254
Foreign Language Proficiency Examinations for College Credit 255
Health Education 257
Health Education I: Personal Health — Physical Aspects 257
Health Education II: Personal Health — Emotional-Social Aspects 259
Health Education III: Public-Environmental Health 260
Reading 262
Reading Instruction in the Elementary School 263
Corrective and Remedial Instruction in Reading 265
Diagnosis and Remediation of Reading Problems 266
Nursing Examinations 268
College Proficiency Examinations in Nursing 269
Adult Nursing 269
Fundamentals of Nursing 270
Maternal and Child Nursing (Associate Degree Level) 271
Maternal and Child Nursing (Baccalaureate Level) 273
Medical-Surgical Nursing 274
Psychiatric-Mental Health Nursing 274
Regents External Degree Examinations in Nursing 277
Associate Degrees in Nursing Examinations 277
Commonalities in Nursing Care — Area I 277
Commonalities in Nursing Care — Area II 279

  - Differences in Nursing Care — Area I 282
  - Differences in Nursing Care — Area II 283
  - Differences in Nursing Care — Area III 285
  - Nursing Health Care 287
  - Occupational Strategy 289
  - Clinical Performance in Nursing Examination 290
- Bachelor of Science Degree in Nursing Examinations 293
  - Professional Strategies 293
  - Health Support — Area I 293
  - Health Support — Area II 294
  - Health Restoration — Area I 294
  - Health Restoration — Area II 295
  - Clinical Performance in Nursing Examination 295
  - Health Assessment Performance 296
  - Professional Performance 296

* * *

Information on Some Other Independent Study Programs 298

Order Form for College Proficiency Examination and Regents External Degree Examination Study Guides 305

Alphabetical Index of College Proficiency and Regents External Degree Examinations 307

Correspondence Directory .... Inside Back Cover

Quick Index .... Back Cover

• • • •

TITLE IX

It is the policy of the New York State Education Department and of the Regents External Degree Program not to discriminate on the basis of sex in the educational programs or activities which they operate. Furthermore, the New York State Education Department and the Regents External Degree Program are required by Title IX not to discriminate in such a manner. Inquiries concerning this policy may be referred to one of the following officials:

Director, Office of Civil Rights
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20201

Vivienne Anderson, New York State Education Department and
Regents External Degree Program
Title IX Coordinator for Educational Programs
State Education Building
Albany, New York 12234

MEMBERS OF THE STAFF
REGENTS EXTERNAL DEGREE PROGRAM
COLLEGE PROFICIENCY EXAMINATION PROGRAM

Donald J. Nolan — Director, Regents External Degrees and
Coordinator of Academic Programs
Anne R. McGill, Secretary to the Director

OFFICE OF INDEPENDENT STUDY PROGRAMS DEVELOPMENT

C. Wayne Williams, Chief
Carol Spath, Senior Stenographer

Jean M. Arnold, Assistant Coordinator of External Degrees in Nursing
Sharon E. Carpinello, Clinical Associate (External Degrees in Nursing)
Patricia S. Dyer, Director, Higher Education Library Advisory Service Project
Katherine M. Gulliver, Assistant
Charlene J. Haykel, Assistant
Frank E. Hobson, Jr., Associate
Joanne M. Kelly, Administrative Assistant
Louise B. Koroluk, Assistant
Carrie B. Lenburg, Coordinator of External Degrees in Nursing
Adele D. S. Mitchell, Clinical Associate (External Degrees in Nursing)
Deborah S. Rapaport, Assistant (External Degrees in Nursing)
Gail A. Rosettie, Clinical Associate (External Degrees in Nursing)
Judith E. Safranko, Associate
Donald R. Stoddard, Associate
Jeremy A. Weis, Administrative Assistant
Ethel Witkin, Clinical Associate (External Degrees in Nursing)

Clerical Staff

Stella Anthony
Michele Brown
Rose Ann Brownell
Dorothy Clickner
Gloria Daniels
Rhonda Diehl
Joyce Harris
Marjorie Hennessy
Shirley Kroll
Debra Prud'homme
Jacqueline Raysor
Teresa Sewell
Ann Slagen
Deborah Smith
Susan Van Alstyne

OFFICE OF INDEPENDENT STUDY ASSESSMENT AND TESTING

David R. Bower, Chief
Mary Ann Godek, Senior Stenographer

Registrar

Robert R. Anstett, Registrar
Sharon F. Calhoun, Evaluator
Vivian E. Clark, Evaluator
Carol B. Kahn, Evaluator
Patricia A. Mazzaferro, Evaluator
Eileen F. Touhey, Evaluator
Ann A. Wilber, Evaluator

Examination Development

Francis P. Hughes, Supervisor
Carol J. Aiken, Assistant
Richard E. Delaney, Assistant
Joanne Flynn, Assistant
Barbara G. McLaughlin, Assistant
Nancy L. Powers, Assistant

Examination Administration

Judith Nuzzo, Supervisor
James F. Vano, Assistant
Nancy L. Fisher, Administrative Assistant

Clerical Staff

Dolores Anderson
Donna Brown
Helen Chin
Lois Costeniuc
Maureen D'Aloia
Christiane Galarneau
Dolores Galarneau
Elvira Kobryn
Marie Matthews
Marjorie Morano
Colleen Perkins
Shirley Petrosky
Jessie Scattareggia
Barbara Speziale
Barbara Thompson
Vera Ward
Cleo Whitney

The College Proficiency Examination Program is a unit of the State Education Department's Office of Higher and Professional Education, under the supervision of:

T. Edward Hollander, Deputy Commissioner of Higher and Professional Education

Alvin P. Lierheimer, Associate Commissioner for Higher Education

MEMBERS OF THE OVERALL FACULTY OF THE REGENTS EXTERNAL DEGREE PROGRAM

Members of the Overall Faculty Committees for the associate, baccalaureate, nursing, and business degrees are listed below in alphabetical order with their institutional affiliation and addresses. The listing is current as of early 1977. The faculty are also listed following the description of the degree program for which they are responsible.

Individuals interested in learning more about College Proficiency Examinations, Regents External Degrees, or other postsecondary educational opportunities may contact one of the Program's volunteer advisors who are spread across the State of New York. Those enrolling in a Regents External Degree are assigned academic program advisors and a transcript evaluator from the staff who will assist them in completing their program. Enrolled students may also contact Regents External Degree faculty about academic questions related to particular fields of specialization.

For more information on candidate counseling see pages 32-35 of this catalog.

Genrose Alfano, Loeb Center for Nursing and Rehabilitation, Montifiore Hospital, 111 East 210th Street, Bronx, New York 10467. Telephone: (212) 920-4696. Nursing Committee.

Virginia Barker, College of Nursing and Health Care, Alfred University, Alfred, New York 14802. Telephone (607) 871-2181. Nursing Committee.

Milton G. Bassin, York College, The City University of New York, 150-14 Jamaica Avenue, Jamaica, New York 11432. Telephone: (212) 969-4133. Bachelor of Arts/Bachelor of Science and Associate in Arts/Associate in Science Committees.

William M. Berliner, College of Business and Public Administration, Tisch Hall, Washington Square Campus, New York University, New York, New York 10003. Telephone: (212) 598-2206. Business Committee.

Peter Blomerley, Broome Community College, Upper Front Street, Binghamton, New York 13902. Telephone: (607) 772-5000. Bachelor of Arts/Bachelor of Science and Associate in Arts/Associate in Science Committees.

Richard G. Brandenburg, The Carborundum Company, Niagara Falls, New York 14302. Telephone: (716) 278-2000. Business Committee.

George W. Brush, Academy of Aeronautics, LaGuardia Station, Flushing, New York 11371. Telephone: (212) 429-6600. Associate in Arts/Associate in Science Committee.

Rose Channing, Division of Health Technologies, Middlesex County College, Edison, New Jersey 08817. Telephone: (201) 548-6000. Nursing Committee.

Edward A. Clark, Brooklyn Center, Long Island University, 385 Flatbush Avenue Extension, Brooklyn, New York 11201. Telephone: (212) 834-6300. Bachelor of Arts/Bachelor of Science Committee.

Mattie Cook, Malcolm King: Harlem College Extension, 103 East 125th Street, New York, New York 10035. Telephone: (212) 427-3330. Associate in Science/Associate in Arts Committee.

Donald A. Eldridge, 122 North Cove Road, Old Saybrook, Connecticut 06475. Telephone: (203) 388-9653. Associate in Arts/Associate in Science Committee.

Vera King Farris, State University College at Brockport, Brockport, New York 14420. Telephone: (716) 395-2365. Bachelor of Arts/Bachelor of Science Committee.

Francine Frank, Department of Romance Languages, State University of New York at Albany, 1400 Washington Avenue, Albany, New York 12203. Telephone: (518) 457-8357. Bachelor of Arts/Bachelor of Science Degree Committee.

Leon M. Goldstein, Kingsborough Community College, Oriental Boulevard, Brooklyn, New York 11235. Telephone: (212) 934-5109. Associate in Arts/Associate in Science Committee.

Richard F. Grego, Sullivan County Community College, Loch Sheldrake, New York 12759. Telephone: (914) 434-5750. Associate in Arts/Associate in Science Committee.

Robert R. Gwydir, Nassau Community College, Stewart Avenue, Garden City, New York 11533. Telephone: (516) 742-0600. Associate in Arts/Associate in Science Committee.

Virginia Kemp, State University College at Geneseo, Erwin Administration Building, Geneseo, New York 14454. Telephone: (716) 245-5536. Bachelor of Arts/Bachelor of Science Committee.

Anne Kibrick, Department of Nursing, Boston State College, 625 Huntington Avenue, Boston, Massachusetts 02115. Telephone: (617) 731-3300. Nursing Committee.

Jonathan Kistler, Colgate University, Hamilton, New York 13346. Telephone: (315) 824-4261. Bachelor of Arts/Bachelor of Science Committee.

Frank Kolmin, School of Business, State University of New York at Albany, 1400 Washington Avenue, Albany, New York 12222. Telephone: (518) 457-8501. Business Committee.

Margaret Kelly London, St. John's University, Grand Central and Utopia Parkway, Jamaica, New York 11439. Telephone: (212) 969-8000. Bachelor of Arts/Bachelor of Science Committee.

Robert J. Markes, Ulster County Community College, Stone Ridge, New York 12484. Telephone: (914) 687-7459. Associate in Arts/Associate in Science Committee.

Frank McMullen, American Institute of Banking, 233 Broadway, New York, New York 10007. Telephone (212) 349-8449. Business Committee.

James McVean, Watertown Foundation Inc., 600 Woolworth Building, Watertown, New York 13601. Telephone: (315) 782-5250. Associate in Arts/Associate in Science Committee.

James Miller, State University of New York Agricultural and Technical College at Farmingdale, Farmingdale, New York 11735. Telephone: (516) 420-2000. Associate in Arts/Associate in Science Committee.

Mildred L. Montag, Professor Emeritus, Teachers College, Columbia University, 525 West 120 Street, New York, New York 10027. Telephone: (212) 678-3949. Nursing Committee.

Mildred Norman, School of Nursing, Harlem Hospital Center, 506 Lenox Avenue, New York, New York 10037. Telephone: (212) 621-3316. Nursing Committee.

Sibyl Norris, Syracuse University School of Nursing, 416 Ostrom Avenue, Syracuse, New York 13210. Telephone: (315) 423-2640. Nursing Committee.

L. Richard Oliker, School of Management, 105 Slocum Hall, Syracuse University, Syracuse, New York 13210. Telephone: (315) 423-3752. Business and Bachelor of Arts/Bachelor of Science Committees.

Irene Pagel, Department of Nursing, Adelphi University, Garden City, New York 11530. Telephone: (516) 294-8700. Nursing Committee.

David Rachman, Bernard M. Baruch College, 17 Lexington Avenue, New York, New York 10010. Telephone: (212) 725-3301. Business Committee.

Dolores F. Saxton, Department of Nursing, Nassau Community College, Garden City, New York 11530. Telephone: (516) 742-0600. Nursing Committee.

Enda Scanlon, School of Nursing, Miseracordia Hospital Medical Center, 600 East 233 Street, Bronx, New York 10466. Telephone: (212) 653-3000. Nursing Committee.

Louise Schlachter, University of North Carolina at Charlotte, UNCC Station, Charlotte, North Carolina 28223. Telephone: (704) 597-2363. Nursing Committee.

Kathleen Sward, School of Nursing, State University of New York at Binghamton, Binghamton, New York 13901. Telephone: (607) 798-4714. Nursing Committee.

David W. Thompson, McIntire School of Commerce, University of Virginia, Monroe Hall, Charlottesville, Virginia 22903. Telephone: (804) 924-3952. Business Committee.

Margaret Tyson, School of Nursing, State University of New York at Binghamton, Binghamton, New York 13901. Telephone: (607) 798-2311. Nursing Committee.

Aaron Warner, 606 Dodge Hall, Columbia University, New York, New York 10027. Telephone: (212) 280-2389. Associate in Arts/Associate in Science Committee.

Beverly A. Warner, Division of Public Service—Health and Social Sciences, Mohawk Valley Community College, 1101 Sherman Drive, Utica, New York 13501. Telephone: (315) 792-5322. Nursing Committee.

Marian Weber, Monroe County Department of Health, Health and Social Sciences Building, 111 Westfall Road, Rochester, New York 14602. Telephone: (716) 442-4000. Nursing Committee.

Norvin T. Whitmore, Erie Community College, Main and Young Roads, Buffalo, New York 14221. Telephone: (716) 634-0800. Associate in Arts/Associate in Science Committee.

Jerry D. Young, University of Alabama in Birmingham, University Station, Birmingham, Alabama 35295. Telephone: (205) 934-5488. Business Committee.

PART I

REGENTS EXTERNAL DEGREES

Introduction

Ewald B. Nyquist proposed the Regents External Degree at his inauguration as President of The University of the State of New York and Commissioner of Education in September, 1970. The Board of Regents endorsed the proposal and created the Regents External Degree Program to enable independent students with college-level knowledge to earn a degree without attending college. This expanded educational opportunity marked a new departure for the Regents and The University.

The Regents External Degree is a truly "external" degree; it is awarded by a university which evaluates a student it has not directly taught. The University of the State of New York has no campus, resident faculty, or students in the traditional sense. It publishes its requirements and awards a degree to anyone who can meet them. There are no requirements of admission, residence, or age, and the methods of preparation are not prescribed. Degree requirements can be satisfied in several ways. No classroom attendance is required and no classroom instruction is provided.

Building upon the principles and experiences of the College Proficiency Examination Program, outstanding faculty and administrators from public and independent higher education institutions and business and civic leaders work with program staff to establish Regents External Degree requirements. They determine how these requirements can be met and, where necessary, develop examinations which can be used to satisfy degree requirements. Generous support has been received from the Carnegie Corporation, the Ford Foundation, and the Kellogg Foundation to develop Regents External Degrees. Since 1971 enrollment has been opened in programs leading to Associate in Arts, Associate in Science, Associate in Applied Science (nursing), Associate in Science (nursing), Bachelor of Science (nursing), Bachelor of Arts, Bachelor of Science, and Bachelor of Science (business administration) Regents External Degrees. By the fall of 1976, nearly 4,500 people had received their degrees.

Many people enrolled in Regents External Degrees reside outside the State or on military bases throughout the world. In order to meet their needs and to provide assessment instruments and placement tests for out-of-state colleges and universities, most Regents External Degree and College Proficiency Examinations are administered outside New York under the auspices of the American College Testing Program (ACT). ACT is a national non-profit agency providing testing and other educational services.

Many types of educational activities are encouraged and may be used to satisfy Regents External Degree requirements. Among these are college courses taken at accredited institutions either on campus or through correspondence, proficiency examinations, study under the auspices of the Defense Activity for Non-Traditional Education Support (DANTES) or the United States Armed Forces Institute (USAFI), and military service school courses. Requirements can also be met through certain noncollegiate study programs offered by police and civil service agencies or business and industry, by Federal Aviation Administration Airman Certificates, and through Special Assessment of college-level knowledge gained by experience. Oral, written, and performance Special Assessment examinations are used by the Regents External Degree Program to assess on-the-job experience and literary, artistic, or musical skills, as well as other academic areas where existing proficiency tests are not appropriate.

Candidates for Regents External Degrees are reviewed by the faculty committee which oversees the degree program in which they are enrolled; those who have met the requirements are recommended to the Board of Regents for conferral of the degree by The University of the State of New York.

In this catalog, information on Regents External Degrees is divided into two categories: (1) General Information and (2) Degree Programs. The General Information section contains those items of information which apply to all Regents External Degree programs of study. Included are statements on enrollment procedures, fees, and the grading system; testing agencies, collegiate institutions, and military programs through which credit may be earned for a Regents External Degree are also noted. In addition, a step-by-step outline of how to proceed through a degree program is provided.

The Degree Programs section contains a detailed description of each of the available Regents External Degrees. The requirements for each degree and the specific means of satisfying the requirements are included. The General Information section describes the different methods through which Regents External Degree credit can be earned; listings of types of courses and approved examinations which can be applied toward each degree can be found in all eight of the Degree Programs sections.

The information contained in the General Information section should be reviewed along with the material related to the particular degree program(s) in which the candidate may be interested. Candidates should use this information as a guide to understanding the Regents External Degree concept, and as a reference for purposes of completing a Regents External Degree program of study.

ACCREDITATION AND MEMBERSHIP

The Regents External Degree Program is fully accredited by the Board of Regents of The University of the State of New York, and by the Middle States Association of Colleges and Schools Commission on Higher Education.

The Regents External Associate Degrees in nursing are accredited by the National League for Nursing. Full accreditation for the Regents External Bachelor of Science (nursing) Degree will be sought in 1979 from both the New York State Education Department's Nursing Unit and the National League for Nursing, when the first group of candidates is expected to graduate.

REGISTERED NURSE LICENSURE:

Graduates of the Regents External Associate Degrees in nursing and the Regents External Bachelor of Science (nursing) Degree Programs are eligible to take the New York State Registered Nurse Licensure Examination.

CERTIFIED PUBLIC ACCOUNTANT EXAMINATION:

Graduates of the Regents External Bachelor of Science (business administration) Degree with an accounting subject area concentration are eligible to take the Certified Public Accountant (CPA) Examination in New York State.

AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS:

The Regents External Bachelor of Science (business administration) Degree Program holds membership in the American Assembly of Collegiate Schools of Business.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC):

The New York State Regents External Degree Program is a Servicemen's Opportunity College. SOC colleges (1) have an admissions policy that is related to the life conditions of service personnel, (2) eliminate seemingly artificial barriers, such as residency requirements, which hinder educational progress of the servicemen or women, and (3) provide for special needs of service personnel.

DEGREES OFFERED:

Since 1972, nearly 4,500 people have earned Regents External Degrees, and over 10,000 others are working toward that goal. The Regents now offer eight external degrees, four on the associate level and four on the baccalaureate level:

Associate in Arts
Associate in Science
Associate in Applied Science (nursing)
Associate in Science (nursing)
Bachelor of Science (nursing)
Bachelor of Arts
Bachelor of Science
Bachelor of Science (business administration)

Brief descriptions of each degree follow. More detailed information appears in the "Degree Programs" section following the "General Information" section of this catalog. NO ONE SHOULD ENROLL IN A REGENTS EXTERNAL DEGREE WITHOUT READING AND UNDERSTANDING THE COMPLETE DEGREE DESCRIPTIONS. Although college course work and other educational experiences may be used to meet most degree requirements, *all* Regents External Degrees can be earned entirely by examinations.

ASSOCIATE IN ARTS DEGREE

This degree is comparable in its content to a liberal arts degree offered at a two-year or community college. It is made up of 60 hours of course work or its equivalent, with at least 48 hours in the liberal arts, including a distribution of credits among these three areas:

- humanities
- social sciences
- natural sciences and mathematics

The remaining credits are electives which can be earned in any college-level subject.

ASSOCIATE IN SCIENCE DEGREE

This degree is very similar in content to the Associate in Arts Degree, except that one half of the 60 credit-hour total must be earned in the liberal arts, while the remaining half may be in any areas of college-level study. The 30 credits in the liberal arts must include a distribution among the three broad areas of the humanities, the social sciences, and the natural sciences or mathematics.

The Associate in Science degree is designed especially for those whose interest or educational background lies in a technical, professional, or occupational subject. If a candidate wishes to develop a concentration in a specific subject area, especially one that is career-related, it can be done by planning a selection of courses within the flexible structure of the A.S. degree. The degree requirements themselves specify no "major."

ASSOCIATE IN APPLIED SCIENCE (nursing) DEGREE

This degree assesses content comparable to that of a typical two-year nursing degree program offered by a college. Most people working toward the A.A.S. degree in nursing already have a background in some form of health care service, as an LPN, LVN, or RN (graduate of a hospital diploma school), a corpsman, a nursing attendant, etc.; however, this kind of background is not absolutely necessary.

In order to earn an associate degree in nursing, the candidate must fulfill the requirements in two components: general education and nursing.

GENERAL EDUCATION COMPONENT. This requires a minimum of 10 one-semester courses or the equivalent in examinations distributed among:

- humanities
- social sciences
- natural sciences and mathematics

The remaining credits in the general education component may be in any subject *except nursing*.

NURSING COMPONENT. The requirements for this component are the same for both associate degrees in nursing. (See below.) The knowledge required in this component is divided into four areas: nursing health care, commonalities in nursing care, differences in nursing care, and occupational strategy. Although the knowledge is organized differently, it is comparable to that offered in conventional associate degree nursing programs.

Seven written examinations covering these four major content areas have been developed. Upon successful completion of these written tests, the candidate is eligible to take the clinical performance examination, which is given in a hospital setting. This examination tests the candidate's ability to plan, implement, and evaluate nursing care for both adult and child patients. It requires the integration of knowledge and technical skills essential in providing direct nursing care to patients.

Certain combinations of college courses can be substituted for the written examinations in the four nursing areas; however, all candidates, *without exception*, must take the clinical performance examination.

ASSOCIATE IN SCIENCE (nursing) DEGREE

This degree differs from the Associate in Applied Science (nursing) only in the General Education requirements. In addition to the nursing requirements, candidates enrolled in the Associate in Science (nursing) degree must earn a minimum of 30 credits in the arts and sciences, distributed among:

- humanities
- social sciences
- natural sciences and mathematics

The general education components differ between the two associate nursing degrees in that the A.S. degree requires a specified number of credits, all of which must be in arts and sciences, while the A.A.S. degree requires a specified number of courses or examinations with the flexibility of an elective category in addition to the arts and sciences.

In deciding which associate nursing degree is preferable, the candidate should carefully review the specified requirements, note the differences, and match these with future educational goals. The emphasis on arts and sciences in the Associate in Science (nursing) generally will be more helpful to those who expect to pursue a bachelor's degree.

BACHELOR OF SCIENCE (nursing) DEGREE

This degree assesses content and skills comparable to that of four-year on-campus nursing programs. The program does *not* require previous completion of an associate degree in nursing or a diploma program, but candidates with such backgrounds will have considerable advantage over those with more limited experience in nursing. Although anyone may enroll, those with *no* nursing background are advised to pursue a more conventional nursing program.

To earn the Bachelor of Science (nursing) degree, candidates must satisfy the requirements in both general education and nursing components.

GENERAL EDUCATION COMPONENT. The general education component requires 72 semester hours credit distributed among the humanities, social sciences, natural sciences-mathematics, and unrestricted electives.

NURSING COMPONENT. The knowledge required in this component is divided into three academic areas: Health Restoration, Health Support, and Professional Strategies. Although the knowledge is organized differently, it is comparable to that expected of students in conventional collegiate baccalaureate nursing programs. The nursing component provides maximum flexibility and self-pacing. No time limits are set to complete particular aspects of the total program, and only two examination sequences are required, both related to performance areas. (See degree description.)

Five written examinations covering the three academic areas — Health Restoration, Health Support, and Professional Strategies — will be under development until 1978. Until the two Health Restoration Examinations are developed, *three* existing New York College Proficiency Examinations in Nursing — Adult Nursing, Psychiatric-Mental Health Nursing, and Maternal and Child Nursing (Baccalaureate Level) — can be used to meet the requirements for the Health Restoration area. However, successful scores on these NY-CPE's must be obtained between the February 1976 administration (when newly revised versions of the examinations were first offered) and the availability of the two new Regents External Degree Nursing Health Restoration Examinations, expected in 1979.

In addition to the five written examinations in nursing, three performance examinations also are required to complete the BSN degree program. The Clinical Performance in Nursing Examination already is available and is described in Part IV of this catalog, "Examination Content Descriptions."

The Health Assessment Performance Examination is expected to be available by 1977; the Professional Performance Examination is expected to be ready for administration by the end of 1978.

To be eligible to take the Clinical Performance in Nursing Examination the candidate must have satisfied the Health Restoration area. To be eligible for the Professional Performance Examination the candidate must have satisfied all other requirements in the nursing component.

BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree is comparable to four-year degree programs in the arts and sciences offered on college campuses.

The candidate may choose between two program options for the B.A. degree. The liberal studies option offers the chance to take a broad program of study in the liberal arts without concentrating in any one subject. The second option is a B.A. degree, with designation of a concentration, for students who want to concentrate in one liberal arts or science subject area.

Of the total 120 credit hours required for the Bachelor of Arts with either option, at least 90 hours must be in the arts and sciences. Included in this must be a distribution of credits among these three areas: the humanities, the social sciences or history, and the natural sciences or mathematics. A certain number of credit hours must also be on the intermediate and advanced levels.

If the candidate chooses to earn a major designation in a laboratory science (physics, biology, chemistry, or geology), evidence of appropriate laboratory experience will be expected.

For those who already have an Associate in Arts or Associate in Science degree, the credits earned toward that degree will be accepted toward the Bachelor of Arts degree.

BACHELOR OF SCIENCE DEGREE

This degree is similar in content to the Regents External Bachelor of Arts Degree, except that a minimum of one half of the total 120 credit hours must be earned in the liberal arts and sciences; the remaining 60 credits may be earned in any college subjects.

In the Bachelor of Science program, as in the Bachelor of Arts, the candidate may choose between a liberal studies option and the designation of a field of concentration in the arts and sciences. In the liberal studies option a broad program of study in the liberal arts and sciences may be taken; the B.S. degree with a concentration designation is designed for those who want to cluster their liberal arts or science courses in one subject area.

The distribution requirement for the Regents External B.S. degree is similar to that for the B.A.; that is, a certain number of credits must be in the humanities, the social sciences, and the natural sciences or mathematics. A portion of the credits must also be earned on the intermediate and advanced levels.

Candidates who already have an Associate in Arts or Associate in Science degree may use the credits earned for those degrees toward the Bachelor of Science degree.

BACHELOR OF SCIENCE (business administration) DEGREE

There are two options within the Bachelor of Science (business administration) degree program: the General Business Option and the Subject Area Concentration Option.

General Business Option

The Bachelor of Science (business administration) Degree with a general business option is comparable in content to general business degree programs typically offered by four-year colleges and universities. Candidates for the general business degree must demonstrate competence in 9 major areas of business and present a suitably broad background in the liberal arts. No concentration in a business area is required.

This degree option consists of 120 credits and is divided into a general education component and a business component.

GENERAL EDUCATION COMPONENT — The candidate must earn 63 credits in the general education component, of which 45 must be in the arts and sciences. A minimum of 9 credits must be earned in *each* of the areas of the humanities and of the social sciences. The remaining 18-credit difference — between the 45 in the arts and sciences and the 63-credit total — may be earned in any field of college-level study, including business.

BUSINESS COMPONENT — The candidate must earn 57 credits in business to satisfy the requirements of the business component. Some work in each of the following 9 areas is required: accounting, finance, management of human resources, marketing, operations management, business policy, economics, mathematics, and statistics.

Subject Area Concentration Option

The Bachelor of Science (business administration) Degree with a subject area concentration option is the equivalent of a conventional, four-year college-level business administration degree with a major sequence. This degree option requires a candidate to establish a concentration in one of 5 major business subjects: accounting, finance, management of human resources, marketing, or operations management.

This degree option is not structured in terms of credits; it is based on levels of achievement that are measured by specially designed Regents External Degree Examinations in business. This option is also divided into a general education component and a business component.

GENERAL EDUCATION COMPONENT — At least 10 one-semester courses or 5 proficiency examinations must be completed, including a distribution among the following 2 areas:

- humanities
- social sciences

The remainder of the 10 courses can be in any liberal arts subjects that are not business-related.

BUSINESS COMPONENT — In the business component there is a series of special Regents External Degree Examinations in each of 5 areas of business: accounting, finance, management of human resources, marketing and operations management. The candidate will be expected to pass examinations on graduated levels of difficulty in one area of concentration. In addition, some examinations must be taken in each of the other 4 areas. Earning a passing grade on one of the upper-level examinations in any of the subject areas automatically waives the lower-level examination(s) in that area. Appropriate course work or proficiency tests from approved sources can waive business component requirements, except for the comprehensive examination in the concentration.

REGENTS CREDIT BANK

People who do not want to enroll in a Regents External Degree but who wish to have their college credits evaluated and maintained by a central record-keeping service may register for the Regents Credit Bank. Evaluations and transcript services for a two-year period accompany membership in the credit bank. A detailed explanation of this service is provided in the "Regents Credit Bank" section of this catalog.

ENROLLMENT

Anyone can enroll in a Regents External Degree since there are no age, residence, or educational prerequisites for enrollment. One does not need a high school diploma, a high school equivalency diploma, or a college entrance examination. Individuals who live in New York State, outside New York State, or in foreign countries are welcome to participate, although, in some cases, they may have to come to New York to take certain examinations. Anyone who completes the enrollment form and submits it, with the nonrefundable $75 fee, to the Regents External Degree Program will be enrolled.

Candidates may study and meet degree requirements at their own pace. There are generally no time requirements for completing a Regents External Degree, although certain professional portions of the business and nursing degrees require that courses be completed within specified time periods.

Students are officially enrolled in a Regents External Degree as soon as they receive a letter acknowledging receipt of their correctly completed enrollment form and $75 fee. Enrolling in the program entitles candidates to an evaluation of official transcripts from accredited colleges and universities, testing agencies, and/or military education programs that they wish to present for credit toward a degree.

To maintain uninterrupted enrollment and the candidate's academic record, an Annual Records Maintenance Fee is also assessed — $25 for associate and $50 for baccalaureate degrees. This fee is billed in March for candidates enrolled prior to October of the previous year.

Candidates are advised NOT to have transcripts forwarded for evaluation until officially enrolled in the program. However, upon receipt of the letter from the Program acknowledging enrollment, official transcripts should be forwarded *promptly* to the Regents External Degree registrar for evaluation.

APPROACHES TO EARNING CREDIT

The completion of any or all of the following will be considered for credit toward earning a Regents External Degree or for Regents Credit Bank purposes:

1. College courses from regionally accredited colleges, taken either on campus or through correspondence
2. Proficiency examinations
3. Many courses and tests taken while serving in the U.S. military, as well as certain Army Military Occupational Specialties (MOS's)
4. Special assessment of knowledge gained from experience, independent study, or other nontraditional approaches to education
5. Noncollegiate educational programs evaluated by the New York State Education Department's Office on Noncollegiate Sponsored Instruction, or by the American Council on Education
6. Federal Aviation Administration (FAA) — formerly Civil Aeronautics Administration (CAA) — Airman Certificates

The requirements for all Regents External Degrees can be satisfied by utilizing one or more of the above approaches to earning credit. To determine how these approaches may be applied to each particular degree, consult the specific degree requirements given in the "Degree Programs" section of this catalog.

1. COLLEGE COURSES

Official transcripts from any regionally accredited college or university (including institutions holding "candidate" status with a regional accrediting association, or foreign colleges or universities) will be evaluated, and acceptable credit will be applied toward the requirements of the various degree programs. Transcripts will also be accepted from those higher institutions operating in New York State where programs are registered by the Board of Regents but not accredited by the Middle States Association of Colleges and Schools, the regional accrediting body whose jurisdiction includes New York. Furthermore, transcripts from those institutions holding Associate in Occupational Studies degree powers granted by the New York State Board of Regents are also acceptable. Individuals who have taught college-level courses, which are *not* duplicative of any courses that they have taken at regionally accredited colleges, will be awarded the number of credits earned by their students who successfully complete such courses.

All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate. Only those grades or courses that candidates wish to apply toward their degrees will be recorded in their files.

All transcripts must come directly from the issuing institution to be considered for credit. Unofficial or student copy transcripts are *not* accepted. College course transcripts may not be submitted by military base Test Control Officers but must come directly from the institution where the work was completed. No transcripts should be submitted until after enrollment. Since the Regents External Degree Program registrar may require specific information about the level and content of courses taken, the candidate should not request that transcripts be sent *until the Regents registrar so directs.*

College-level correspondence courses which are offered for credit by a regionally accredited college or university and appear on its transcript will be considered for credit in the same way college courses taken on campus are evaluated. Although other correspondence study programs may help an individual to prepare for examinations, the Regents External Degree Program will not recognize or grant credit for correspondence courses offered by most proprietary schools. Non-credit correspondence courses offered by accredited colleges are also not acceptable.

The Regents External Degree Program does not sponsor or endorse any instructional or correspondence school courses. A list of colleges and universities offering correspondence courses is available for $2.00 from: Independent Study Division, National University Extension Association, One Dupont Circle, Suite 360, Washington, D.C. 20036.

2. *PROFICIENCY EXAMINATIONS*

Many proficiency examinations from recognized testing agencies may be used to earn credit toward requirements for a Regents External Degree. Among those approved for credit are tests from the New York College Proficiency Examination Program (CPEP), Regents External Degree Examinations (REDE), College Entrance Examination Board Advanced Placement (AP) Examinations, College-Level Examination Program (CLEP), Graduate Record Examination (GRE) Advanced Tests, Undergraduate Program (UP) Field Tests, Defense Activity for Non-Traditional Education Support (DANTES) tests, and United States Armed Forces Institute (USAFI) tests. Candidates should request testing agencies to send official transcripts of their grades to the Regents External Degree registrar, once they are enrolled in an external degree program and have been advised by the registrar to do so.

If an examination has been discontinued by a recognized testing program, grade results will still be considered for Regents External Degree credit if transcripts are available.

New York College Proficiency Examination Program (CPEP)

(CPEP)

The College Proficiency Examination Program (CPEP), administered by the New York State Education Department, enables individuals to obtain college credit by means of examination without formal classroom preparation. Among the subject areas covered by these examinations are nursing, education, history, American Literature, biology, and criminal justice. College Proficiency Examinations may be applied toward all Regents External Degrees. (They may also be used for college credit or advanced placement at conventional colleges and universities.) The degree requirements and the College Proficiency Examination descriptions provided in this catalog should be consulted for purposes of identifying appropriate examinations, as well as the amount of credit awarded. The listings of approved examinations for fulfilling Regents External Degree requirements, within each degree description section, provide a reference of appropriate examinations. It is not necessary to be enrolled in a Regents External Degree Program to take College Proficiency Examinations.

College Proficiency Examinations results are reported as a letter grade (A,B,C,D,F), as Pass/Fail, or as a standard score, depending on the examination. To qualify for credit toward a Regents External Degree, a letter grade of D or better, a Pass grade, or the minimum passing standard score (usually 45) must be achieved.

Most College Proficiency Examinations and Regents External Degree Examinations are now available nationwide at least four times a year. For New York State test applications, dates, times, locations, and study aids write to:

College Proficiency Examination Program
New York State Education Department
99 Washington Avenue — Room 1919
Albany, New York 12230

For out-of-state and military testing applications, dates, times, locations, and study aids write to:

Coordinator, ACT Proficiency Examination Program
American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

For military personnel, information on the American College Testing Program (ACT) may also be available through their base Test Control Officer.

The following CPE's will be available in New York State only: American History, Applied Music, Biology, European History, Intermediate Typewriting, and Introductory Typewriting.

Individuals interested in taking College Proficiency Examinations will find content descriptions of the examinations administered in Part IV, the "Examination Content Descriptions" section of this catalog. Full information on application forms, fees, testing arrangements, study aids, and other administrative matters may be found in Part III of this catalog, "The New York College Proficiency Examinations and the Regents External Degree Examinations."

In addition to the study aids available for each examination, a new "How to Study Independently" booklet is now available to assist students who prepare for CPE-REDE examinations. Topics covered include: preparation, study methods, recognizing and correcting study problems, resources, reviewing, and self-testing. New York residents can obtain this booklet by requesting it from the CPE-REDE Program Office in Albany. Out-of-state residents can request a copy from the American College Testing Program at the above address.

Those enrolled in a Regents External Degree Program who have completed a College Proficiency or Regents External Degree Examination outside New York and want it evaluated for satisfying Regents External Degree requirements, should request the American College Testing Program to forward an official transcript to the Regents External Degree Program registrar.

Procedures for taking College Proficiency Examinations are detailed in Part III of this catalog.

Regents External Degree Examinations (REDE)

Regents External Degree Examinations (REDE), administered by the Regents External Degree Program, also enable individuals to obtain college credit by means of examination without formal classroom preparation. They are similar to the New York College Proficiency Examinations, except that they were developed primarily to meet the Regents External Degree requirements. These examinations are based on college-level knowledge and are designed to correspond to a particular stage in a candidate's academic preparation and not necessarily to the subject matter of a specific course in a college curriculum.

Among the subject areas covered by these examinations are business, nursing, and modern foreign languages. Regents External Degree Examinations may be applied toward all Regents External Degrees. (They may also be used for credit or advanced placement at conventional colleges and universities.) The degree requirements and the Regents External Degree Examination descriptions provided in this catalog should be consulted for purposes of identifying appropriate examinations, as well as the amount of credit awarded. The listings of approved examinations for fulfilling Regents External Degree requirements, within each particular degree description, provide a reference of appropriate examinations. It is not necessary to be enrolled in a Regents External Degree program to take Regents External Degree Examinations.

REDE results are reported on a standard score or Pass/Fail basis. To qualify for credit toward a Regents External Degree a standard score of 45 or higher must be achieved on most tests scored by this system or a grade of Pass on those examinations using the Pass/Fail system.

Most Regents External Degree Examinations and College Proficiency Examinations are now available nationwide and to the U.S. military at least four times a year. For New York State test applications, dates, times, locations, and study aids write to:

Regents External Degree Examination Program
New York State Education Department
99 Washington Avenue — Room 1919
Albany, New York 12230

For out-of-state and military testing applications, dates, times, locations, and study aids write to:

Coordinator, ACT Proficiency Examination Program
American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

For military personnel information on the American College Testing Program (ACT) may also be available through their base Test Control Officer.

The following REDE's will be available in New York State only: Clinical Performance in Nursing and the Modern Language Association's Foreign Language Proficiency Tests in French, German, Italian, Russian, and Spanish.

Individuals interested in taking Regents External Degree Examinations will find content descriptions of the examinations administered in Part IV, the "Examination Content Descriptions" section of this catalog. Full information on application forms, fees, testing arrangements, and other administrative matters may be found in Part III of this catalog, "The New York College Proficiency Examinations and Regents External Degree Examinations."

In addition to the study aids available for each examination, a new "How to Study Independently" booklet is now available to assist students who prepare for CPE-REDE examinations. Topics covered include: preparation, study methods, recognizing and correcting study problems, resources, reviewing, and self-testing. New York residents can obtain this booklet by requesting it from the CPE-REDE Program Office in Albany. Out-of-state residents can request a copy from the American College Testing Program at the above address.

Those enrolled in a Regents External Degree Program who have completed a Regents External Degree Examination or a College Proficiency Examination outside New York and want it evaluated for satisfying Regents External Degree requirements should request the American College Testing Program to forward an official transcript to the Regents External Degree Program registrar.

Procedures for taking Regents External Degree Examinations are detailed in Part III of this catalog.

College-Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) is a testing program of the College Entrance Examination Board (CEEB). CLEP tests are offered several times each year across the nation and at military installations around the world. CLEP offers two types of examinations: the General Examinations and the Subject Examinations.

GENERAL EXAMINATIONS. The CLEP General Examinations provide a comprehensive measure of achievement in five basic areas of liberal arts. Each examination assesses the extent to which the examinee has mastered general knowledge in the area.

Credits may be earned toward the Associate in Arts, Associate in Science, Bachelor of Arts, and Bachelor of Science Regents External Degree programs and the general education component of the business and nursing degree programs by successfully completing any or all of the General Examinations. The examination title, minimum acceptable scores, and the number of semester hours allowed for each of the available examinations are listed below.

COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)

Examination Title	Minimum Acceptable Total Score	Semester Hours of Credit Allowed
English	427	3
Humanities	422	6
Mathematics	424*	6
Natural Sciences	422	6
Social Sciences-History	422	6

SUBJECT EXAMINATIONS. The CLEP Subject Examinations are achievement tests for widely offered undergraduate college courses and are similar in content and scope to many New York College Proficiency Examinations. Some cover material studied in a typical full-year course, while others are limited to material studied in a one-semester course. At present, CLEP Subject Examinations are available in such fields as data processing, business law, economics, human growth and development, statistics, and trigonometry.

Although CLEP Subject Examinations presently offered can be used to satisfy many Regents External Degree requirements, only certain examinations can be applied to the business component of the business degree subject area concentration option, and none to the professional component of the nursing degrees. (Candidates taking CLEP subject examinations for credit toward a Regents External Degree need not answer any "optional essay" portions that may appear on some of the tests.) Specific examinations that will satisfy degree requirements are listed with each degree description in the "Degree Programs" section of this catalog.

---

*The cut-off score for CLEP's General Examination in mathematics taken prior to February 1973 is 412.

A candidate must achieve a minimum standard score of 45 on a CLEP Subject Examination to receive credit toward a Regents External Degree. The only exceptions to this rule are the (CLEP) foreign language examinations where credit is granted for a minimum score of 40 or higher.

Individuals interested in taking a CLEP General Examination and/or Subject Examination can obtain information concerning registration forms, fees, and test locations directly from CLEP. The official institutional name to be inserted on the CLEP application form by candidates enrolled in a Regents External Degree is *New York Regents External Degree Program.* The code number is 2899. Enrolled degree candidates who have completed an examination and desire to have it evaluated for satisfying Regents External Degree requirements should send CLEP a $2.00 fee and request them to forward an official transcript to the registrar, Regents External Degree Program.

For further information on CLEP tests and testing procedures, write directly to:

College-Level Examination Program
P.O. Box 1824
Princeton, New Jersey 08540

The CLEP General and Subject Examinations were formerly administered to military personnel on active duty in the Armed Forces of the United States, through the United States Armed Forces Institute (USAFI), and they are now made available under the auspices of Defense Activity for Non-Traditional Education Support (DANTES), the successor of USAFI. For further information service personnel should contact the nearest base education center or test section. Transcripts for such examinations taken during military service prior to July 1, 1974 may be requested from:

DANTES (Transcripts)
2318 South Park Street
Madison, Wisconsin 53713

For transcripts of examinations taken after July 1, 1974, requests, accompanied by a $2.00 fee, should be addressed to:

DANTES
Box 2819
Princeton, New Jersey 08540

College Entrance Examination Board Advanced Placement (AP) Examinations

The College Entrance Examination Board Advanced Placement (AP) Examinations are designed to enable students to pursue college-level studies while still in secondary school. They are specifically intended to stimulate secondary school students and teachers to higher achievement and to help eliminate the needless duplication of these studies later at college. Examinations in thirteen different areas such as biology, English composition, American history, and Latin are available.

Credit may be earned toward the Associate in Arts, Associate in Science, Bachelor of Arts, and Bachelor of Science degree programs and the general education component of the business and nursing programs by successfully completing any of the Advanced Placement Examinations. (Specific examinations that will satisfy degree requirements are listed in each degree description section of this catalog.)

All Advanced Placement Examinations are graded on a five-point scale in which a score of 1 is low and 5 is high. *To be considered for credit toward a Regents External Degree, a minimum score of 3 must be achieved.*

Application procedures for those who are interested in taking Advanced Placement Examinations, which are given in May of each year, can be obtained by writing to:

College Board Publication Orders
Advanced Placement Examinations
P.O. Box 2815
Princeton, New Jersey 08540

Persons who have completed Advanced Placement Examinations and who wish to have results forwarded to the Regents External Degree Program should request transcripts from:

Advanced Placement Examinations
P.O. Box 9771S
Princeton, New Jersey 08540

Graduate Record Examinations (GRE) Advanced Tests

Graduate Record Examinations are developed and administered nationally by the Educational Testing Service. They consist of Aptitude Tests and Advanced Tests in specific subject areas. *Only the Advanced Tests* may be used to earn credit toward a Regents External Degree. The Advanced Tests are designed to measure the candidate's comprehension of materials basic to graduate study in major fields, and they are used by many colleges to screen graduate school applicants. They survey the entire academic field of a subject, emphasizing the basic concepts and principles of their content area. Advanced Tests, each approximately three hours in length, are available in twenty subjects:

•Biology
•Chemistry
•Computer Science
•Economics
Education
Engineering
•French (Literature)
•Geography
•Geology
•German (Literature)
•History
•Literature in English
•Mathematics
•Music
•Philosophy
•Physics
•Political Science
•Psychology
•Sociology
•Spanish (Literature)

GRE Advanced Tests may be used to earn credits toward fulfillment of many Regents External Degree requirements, as classified in the listing of approved examinations for fulfilling Regents External Degree requirements within each degree description in this catalog. Those in the arts and sciences marked with an asterisk (*) in the preceding list can be used to establish subject concentrations for the Bachelor of Arts and Bachelor of Science Regents External Degrees. Lists of approved subjects for concentrations may also be found in the Bachelor of Arts and Bachelor of Science degree description section in this catalog.

Grades are recorded on a scaled score from 200 to 800, and candidates must score approximately at the 33rd percentile to receive credit toward a Regents External Degree. Cut-off scores for particular examinations, which may vary from year to year because of norming group changes, are available from the REDE office. GRE's are administered in January, April, June, October, and December across the nation and in some foreign locations.

Registration forms and booklets describing each GRE Advanced Test may be requested from:

Graduate Record Examinations
Educational Testing Service
Box 955
Princeton, New Jersey 08540

The official name to be inserted on the GRE test application and on the transcript request form by candidates enrolled in a Regents External Degree is: *USNY-Regents External Degree*. The code number for this program is *R2899-3*.

Undergraduate Program (UP) Field Tests

Undergraduate Program Field Tests are developed by the Educational Testing Service. Within New York State they are administered by the Regents External Degree Program. They measure knowledge equivalent to that of a student majoring in a specified subject who has completed a number of courses in that field. These two-hour examinations are available in the following fields:

*Art History
*Biology
Business
*Chemistry
*Drama and Theatre
*Economics
Education
Engineering
*French
*Geography
*Geology
*German
*History
*Literature
*Mathematics
*Music
*Philosophy
Physical Education
*Physics
*Political Science
*Psychology
Scholastic Philosophy
*Sociology
*Spanish
Speech Pathology and Audiology

UP Field Tests may be used to earn credits toward fulfillment of many Regents External Degree requirements, as classified in the listing of approved examinations for fulfilling Regents External Degree requirements within each degree description in this catalog.

Those in the arts and sciences marked with an asterisk(*) in the preceding list may be used toward partially establishing subject concentrations for the Bachelor of Arts and Bachelor of Science Regents External Degrees. Lists of approved subjects for concentrations may be found in the Bachelor of Arts and Bachelor of Science degree description section in this catalog.

Grades are recorded on a scaled score from 200 to 800, and candidates must score approximately at the 33rd percentile to receive credit toward a Regents External Degree. Cut-off scores for particular examinations, which may vary from year to year because of norming group changes, are available from the RED office. For those wishing to be tested in New York State, application forms and pamphlets describing each examination may be requested from:

Regents External Degrees
The University of the State of New York
99 Washington Avenue — Room 1919
Albany, New York 12230

Defense Activity for Non-Traditional Education Support (DANTES) and United States Armed Forces Institute (USAFI)

The United States Armed Forces Institute (USAFI), formerly a U.S. Department of Defense organization, provided opportunities for military personnel on active duty to continue their education. USAFI ceased operation in June of 1974, and since that time the Defense Activity for Non-Traditional Education Support (DANTES) has taken over many of USAFI's testing and educational support activities, along with the record-keeping and transcript service operations formerly provided by USAFI.

Education Services Officers at military installations continue to provide a variety of educational opportunities with the support of DANTES, including a testing program through which college credit may be earned. New York College Proficiency Examinations and Regents External Degree Examinations are now available at many installations under the auspices of DANTES. College-Level Examination Program (CLEP), General and Subject examinations (described earlier in this section), and Department of Defense Subject Standardized Tests (formerly USAFI Subject Standardized Tests) are currently offered through the auspices of DANTES. Many examinations formerly offered by USAFI, including the General Education Development (GED) College-Level Examinations, Subject Standardized Tests, End-of-Course Tests, and Subject Examinations can also be utilized to fulfill many degree requirements in the eight Regents External Degree programs presently offered. (See the listings of approved examinations for fulfilling Regents External Degree requirements in each degree description section in the catalog for particulars.) To qualify for credit toward a Regents External Degree, the following minimum scores must be achieved on the following examinations:

General Education Development — College-Level Examinations

Examination Title	Minimum Acceptable Standard Score	Semester Hours of Credit Allowed
Test 1: Expression	55	3
Test 2: Social Studies	60	6
Test 3: Natural Sciences	61	6
Test 4: Literary Materials	57	6

Subject Standardized Tests
A rating of 20

End-of-Course Tests
A rating of either satisfactory (S) or with distinction (D)

Subject Examinations
A rating of satisfactory (S)

All service personnel on active duty as well as veterans undergoing treatment in Veterans Administration hospitals are eligible to take any available tests administered through the military. At many installations, military dependents can also be tested. Application procedures for those interested in taking an examination, as well as transcript request procedures for those who have completed an examination and would like to have the results forwarded to the Regents External Degree Program, can be obtained from the nearest base education center or test section.

Transcripts for United States Armed Forces Institute (USAFI) courses or examinations and CLEP General and Subject Examinations taken while *in military service prior to July 1, 1974* should be requested from:

DANTES (Transcripts)
2318 South Park Street
Madison, Wisconsin 53713

For Department of Defense and CLEP General and Subject Examinations completed through the Defense Activity for Non-Traditional Education Support (DANTES) while *in the military service after July 1, 1974,* transcript requests, accompanied by a $2.00 fee, should be addressed to:

DANTES
Box 2819
Princeton, New Jersey 08540

3. MILITARY SERVICE SCHOOL COURSES AND MILITARY OCCUPATIONAL SPECIALTIES (MOS's)

Military Service School Courses

In addition to the USAFI and DANTES examination programs described above, there is general agreement among college and university personnel that students should be granted credit or advanced standing for their educational achievements acquired through military service, when such credit is appropriate to the fulfillment of degree requirements. The Office on Educational Credit (OEC), formerly the Commission on the Accreditation of Service Experiences (CASE), established by the American Council on Education, carries out an ongoing evaluation of large numbers of military educational programs and provides recommendations in terms of academic credit. The Office on Educational Credit evaluates all service training programs which are:

a. Given on a full-time basis of not less than 3 weeks' duration with a minimum of 30 clock hours of class instruction per week

b. Less than 3 weeks in length but contain a minimum of 90 clock hours of class instruction

c. Listed in the formal school catalogs of the Armed Services

Credit may be earned toward Regents External Degrees or for Regents Credit Bank purposes by completing a formal service school course which contains college-level work and has been evaluated by the Office on Educational Credit. The Regents External Degree Program follows the credit recommendations established by that office when granting credit toward a degree.

Credit recommendations for courses taught between 1946 and March 1954 are listed in the manual entitled "A Guide to the Evaluation of Educational Experiences in the Armed Services" (George P. Tuttle and Cornelius P. Turner, editors, published by the American Council on Education, 1954). For those courses taught between March 1954 and March 1968, credit recommendations are listed in the second edition of the manual which was published in 1968 with Cornelius P. Turner as the editor. Those courses taught between March 1968 and November 1973 appear in the 1974 edition of the manual (Jerry W. Miller and Eugene J. Sullivan, editors). Courses taught since November 1973 have been evaluated in the 1976 "Guide to the Evaluation of Educational Experiences in the Armed Services" (Jerry W. Miller and Eugene J. Sullivan, editors). The 1976 "Guide" includes the evaluations in the previous editions, as well as those for Army enlisted military occupational specialties (MOS's) found in the 1975 Supplement to the "Guide" (Henry A. Spille, Associate Director, OEC; L. E. Boswell and Nancy A. McBride, editors). Volumes are available on most college campuses and in the offices of educational officers and veteran administration departments.

Resident language courses completed at the Defense Language Institute will be awarded credit as recommended by the Office on Educational Credit upon receipt of an official transcript from the branch at which the courses were completed.

Generally, correspondence courses offered by branches of the military service are not recognized for credit. However, a small number of high-level military correspondence programs, such as the Air War College Correspondence Program, have been evaluated for college-level credit by the Office on Educational Credit of the American Council on Education, and these will be accepted for credit toward Regents External Degrees.

Those making application for credit for their service school training must request that *official* notification of successfully completed course(s) be sent to the registrar of the Regents External Degree Program. The applicant should make certain that the following information about such courses is included: beginning and ending dates, length, precise title, and location. Official records for such use may be requested from the following sources:

For Service Personnel on Active Duty

DD FORM 295 — Application for the Evaluation of Educational Experiences During Military Service, which should be completed and forwarded by the base education center.

For Veterans

DD FORM 214 — Armed Forces of the United States Report of Transfer or Discharge — or a transcript of inservice training. DD Form 214 is available from the General Services Administration, National Personnel Records Center (Military Personnel Records), 9700 Page Boulevard, St. Louis, Missouri 63132.

Army Enlisted Military Occupational Specialties (MOS's)

As a means of recognizing skills and knowledge acquired through self-directed activities, the American Council on Education (ACE) recently approved an evaluation system that utilizes the Army MOS Classification System as a basis for making educational credit recommendations. Credit may be earned toward Regents External Degrees or for Regents Credit Bank purposes on the basis of acquiring a specific U.S. Army MOS which has been reviewed by the Office on Educational Credit (OEC) of the American Council on Education. A minimum MOS evaluation score of 70 on at least one evaluation must be achieved. When granting credit toward a degree, the Regents External Degree Program follows the credit recommendations established by OEC. Credit recommendations for all MOS's evaluated appear in the 1975 Supplement to the 1974 edition of the American Council on Education's "Guide to the Evaluation of Education Experiences in the Armed Services." Such recommendations are also included in the 1976 edition of the "Guide" and will continue to be a standard feature in future editions. These volumes are available on most college campuses and in the offices of educational officers and veterans administration departments. *No recommendations have been made for MOS's held prior to October 1973.*

Those Army personnel or Army veterans seeking recognition for MOS proficiency are required to provide official Army documentation to verify that they have successfully held a given MOS skill level while on active duty and have achieved an MOS evaluation score of 70 or higher on at least one evaluation. The best documentation appears to be Items No. 3 and No. 6 of Department of the Army Form 2-1, "Personnel Qualification Records," or Item No. 22 of the Department of the Army Form 20, "Enlisted Qualification

Record." DA Form 2-1 or DA Form 20 may be obtained by the individual seeking competency recognition as follows:

Active-duty personnel. From the certifying education officer at the Army installation to which the individual is assigned

Army National Guard personnel. From the certifying education officer of the National Guard unit to which the person is assigned

Army Reservist or retired Reserve personnel. U.S. Army Reserve Component and Administration Center (TAGO), 9700 Page Boulevard, St. Louis, Missouri 63132.

Army veteran. General Services Administration, National Personnel Records Center (Military Personnel Records), 9700 Page Boulevard, St. Louis, Missouri 63132. The veteran must request a copy of DA Form 2-1 or DA Form 20 by submitting U.S. Government Standard Form 180, which may be obtained from a state veterans affairs office, the Veterans Administration, or the National Personnel Records Center.

For those courses not listed in the manuals, the Office on Educational Credit provides a continuing advisory service to assist colleges and universities in the evaluation of educational experiences of military personnel. Credit recommendations can be obtained by *college officials only* (including the Regents External Degree registrar) directly from the Office on Educational Credit by writing to:

Office on Educational Credit
of the American Council on Education
One Dupont Circle
Washington, D.C. 20036

4. SPECIAL ASSESSMENT

Special Assessment is a way of evaluating knowledge in college subject areas where proficiency examinations are not appropriate. Special Assessment may take one of several forms, including oral, written, and performance examinations, and the evaluation of portfolios of artistic or literary accomplishments. Any enrolled degree candidate can request a Special Assessment in almost any area of collegiate study except a licensed professional subject area. For example, an employee of a day care center who has learned a great deal about psychology or sociology could get credit for demonstrating this college-level knowledge in a Special Assessment. Similarly, a newspaper reporter might wish to demonstrate a knowledge of journalism.

Credit earned in Special Assessment can be applied to all degree requirements with the exception of the professional components of the nursing degrees and subject area concentration option of the business degree.* Although

---

* Individuals in the business subject area concentration option or in the nursing degree programs who wish to validate knowledge in professional areas of study should take the Regents External Degree Examinations developed in nursing and business areas.

Special Assessment does not waive any specific degree requirements, it does provide another way of meeting them.

For each assessment, the candidate must submit a Special Assessment application and initial fee of $150. The information contained in the application is used as the basis for selecting two appropriate college faculty members to serve as the assessment panel. Both evaluators are experts in the subject area to be evaluated. Arrangements are then made for an initial meeting *in Albany* between the candidate and the panel. At this time, the breadth and content of the evaluation are discussed. *In some cases, the candidate may be* permitted to waive this initial meeting and complete arrangements by telephone and mail.

The initial $150 fee pays the candidate portion of the cost of the first meeting with the panel. Candidates waiving the initial meeting are normally not charged any additional fee. If two meetings are held, the candidate must pay an additional $100 fee.

Although the evaluation may take several forms, most candidates select an oral examination. All questions are developed by the panel and administered in Albany on a date convenient to the candidate. After the examination is rated, the panel prepares an evaluation report which includes a credit recommendation. Credit is placed on the candidate's Status Report after the evaluation has been reviewed and approved by the appropriate overall faculty degree committee.

Further information and applications for Special Assessment can be obtained from the Regents External Degree Program office.

5. EDUCATIONAL PROGRAMS OF NONCOLLEGIATE INSTITUTIONS EVALUATED BY THE NEW YORK STATE EDUCATION DEPARTMENT'S OFFICE ON NONCOLLEGIATE SPONSORED INSTRUCTION OR THE AMERICAN COUNCIL ON EDUCATION

The Regents External Degree Program of The University of the State of New York will recognize for academic credit educational courses sponsored by certain businesses, industries, government agencies, labor unions, police academies, and other organizations whose primary purpose is not education. Only those educational courses which have been formally evaluated and recommended for credit by New York's Office on Noncollegiate Sponsored Instruction or the American Council on Education's Office on Educational Credit can be applied toward a Regents External Degree.

The credit recommendations can be used to meet any of the requirements of the Associate in Arts, Associate in Science, Bachelor of Arts, Bachelor of Science, and the general business option of the Bachelor of Science (business administration) external degrees. They may also be applied toward the general education requirements of the three nursing degrees, and the business degree's subject area concentration option. For the professional components of the nursing degrees and the business component of the concentration option of the Bachelor of Science (business administration) degree, credit for noncollegiate sponsored instruction must be reviewed by the appropriate Faculty Transcript Review Subcommittee to determine whether the course content, method of instruction, and evaluation procedures are adequate to waive the Regents External Degree Examination(s) in the corresponding subject areas. Noncollegiate courses submitted for examination waiver must meet the same criteria as college courses, military service schools, or other proficiency examinations as described in the "Guidelines for Waiving Regents External Degree Examinations" section of the appropriate degree description, as outlined in the "Degree Programs" portion of this catalog.

In all cases, only official transcripts that come directly to the registrar from the noncollegiate organization which sponsored the instruction will be accepted and evaluated toward a Regents External Degree.

How to Obtain Information on Evaluated Courses

Credit recommendations established by the New York State Education Department's Office on Noncollegiate Sponsored Instruction and the American Council on Education prior to October 1975 have been published in the "Guide to Educational Programs in Noncollegiate Organizations," issued jointly by these two offices. Credit recommendations established after that date are provided through a supplemental advisory service to academic institutions. Since noncollegiate courses are reviewed on an ongoing basis, Regents External Degree candidates are encouraged to contact their program advisor or a volunteer Regents External Degree advisor to obtain the most up-to-date information on evaluated courses. Copies of the "Guide" are also available in most reference or adult services sections of public libraries and registrar's or continuing education offices at academic institutions. Employees of any of the organizations listed below can also obtain current information on evaluated courses from their own personnel or training courses.

When requesting information from Regents External Degree Program staff, specify the name of the organization, the title of the course, and when and where completed. In many instances the credit recommendations will apply to courses offered in specific locations during specific time periods. Candidates should note that these restrictions will be strictly followed by the registrar when evaluating noncollegiate courses for credit.

It is important to note that individuals cannot submit courses for review which have not already been evaluated. Educational programs of the organizations listed below have been reviewed as of February 1977:

New York State's Office on Noncollegiate Sponsored Instruction

Agway, Inc.
American Institute of Banking
    —Albany Chapter
    —Buffalo Chapter
    —Nassau County Chapter
    —New York City Chapter
American Telephone and Telegraph Company
American Telephone and Telegraph Company
    (Long Lines Dept.—N.Y.C. Area)
Arthur Andersen & Company
Bernard Fineson Developmental Center
Center for Human Services Training, Inc.
    (Buffalo)

Central Labor Rehabilitation Council of New York, Inc.
Chautauqua Institution
Consolidated Edison Company of New York, Inc.
CONTACT—Syracuse, Inc.
Eastman Kodak Company
Equitable Life Assurance Society of the United States
Family Day Care Training Center at Red Hook (Brooklyn)
Federal Aviation Administration
General Electric Company
Geneseo Campus United Ministry
Grumman Aerospace Corporation
Hotel Association of New York City, Inc.
International Claim Association
Lenox Hill Hospital
Life Office Management Association
LINK, Inc. (Nassau County)
Literacy Volunteers of America, Inc.
Marine Midland Bank—Western
McGraw-Hill, Inc.
Mobil Oil Corporation
Nassau County Department of Drug and Alcohol Addiction
Nassau County Police Department
New Rochelle Hospital Medical Center
New York Botanical Garden
New York City Department of Employment
New York City Police Department
New York Council on Alcoholism, Inc.—ACCEPT
New York Hotel and Motel Trades Council, AFL-CIO
New York State Department of Civil Service
New York State Department of Correctional Services
New York State Department of Labor
New York State Department of Motor Vehicles
New York State Department of Social Services
New York State Department of State
New York State Division of State Police
New York State Office of Drug Abuse Services
New York Telephone Company
Port Authority of New York and New Jersey
St. Luke's Hospital Center
Seamen's Church Institute
Sperry Division of Sperry Rand Corporation
Suffolk County Police Department
United New York and New Jersey Sandy Hook Pilots' Association
United States Public Health Service Hospital—Staten Island
Xerox Corporation (Rochester)
Yonkers Police Department

American Council on Education's Office on Educational Credit

American Institute of Banking—Correspondence Program
Baltimore City Police Department
Bank of America (California)
Boy Scouts of America
Communications Workers of America
Defense Contract Audit Agency
Digital Equipment Corporation
Drug Enforcement Administration (National Training Institute)
Federal Aviation Administration (Management Training School)
General Motors Institute
Graduate School of Banking—University of Wisconsin (Madison)
John Hancock Mutual Life Insurance Company
National Affiliation of Literacy Advance
National Security Agency
Picker Corporation
Sheraton Corporation
Trans World Airlines, Inc.
United Auto Workers
United States Department of Agriculture Graduate School
United States Environmental Protection Agency
United States Internal Revenue Service
United States Postal Service Training and Development Institute
Xerox International Center for Training and Management Development

Individuals who have completed courses at noncollegiate institutions not mentioned may wish to contact the offices listed below regarding later evaluations. Education directors at noncollegiate organizations are also encouraged to contact either of these offices to explore the possibility of having their educational or training programs evaluated to assist employees in obtaining academic credit for their work-related experience. Further information, including evaluation guidelines and criteria, is available from the following:

Office on Noncollegiate Sponsored Instruction
New York State Education Department
99 Washington Avenue — Room 1845
Albany, New York 12230

Project on Noncollegiate Sponsored Instruction
Office on Educational Credit
American Council on Education
One Dupont Circle
Washington, D.C. 20036

6. FEDERAL AVIATION ADMINISTRATION (FAA) — FORMERLY CIVIL AERONAUTICS ADMINISTRATION (CAA)—AIRMAN CERTIFICATES

Regents External Degree candidates who hold Federal Aviation Administration (FAA) Airman Certificates for piloting aircraft can receive credits for such certificates. (This also applies to certificates issued by the predecessor agency, the Civil Aeronautics Administration—CAA.) The credits can be applied only to the *ELECTIVE* requirements of any appropriate Regents External Degree Program.

Credits are assigned according to the following chart:

Airman (Pilot) Certificate	**Semester Hours of Elective Credit**
Private	4
Commercial	6
Instrument	6
Multiengine	2
Flight Instructor	2

The credits listed are for each specific certificate, but may be cumulated for candidates holding more than one certificate. For example, an individual with a Commercial Certificate must have previously obtained a Private one, and, therefore, would earn 10 *elective* credits in the Regents External Degree Program.

For candidates to have these credits entered on their transcripts they must be enrolled in an External Degree and must supply the following information to the Regents External Degree registrar:

1. Candidate's name, Social Security number, address, birth date
2. Name and number of the certificate

The candidate should *not* request the FAA to send the Regents External Degree registrar such information. A Transcript Evaluator in the External Degree office will verify the information supplied by the candidate.

DUPLICATION OF CREDIT

It is important for degree candidates to guard against duplication of credit. The completion of more than one examination or course in a particular subject matter area is considered duplication of credit, and only one test or course can be counted for credit toward a Regents External Degree. For example, the College-Level Examination Program (CLEP) General Examinations in English Composition, Humanities, Natural Sciences, and Social Sciences-History are equivalent to the United States Armed Forces Institute (USAFI) GED College-Level Examinations in Expression, Literary Materials, Natural Sciences, and Social Studies, respectively. The completion of both types of examinations is considered duplication, and only one test in each subject area can be counted for credit.

CLEP General Examinations, however, may be combined with CLEP Subject Examinations and/or courses. This would not be considered duplication of credit since the CLEP General Examinations test for general knowledge in breadth while single subject examinations and college courses cover depth of knowledge in discrete subject matter areas. The only exception to this is the CLEP Subject Examination in English Composition: *no more than 6 credit hours in English Composition will be awarded regardless of the number of examinations and/or courses completed.*

Candidates are cautioned that duplication is especially likely in the case of the comprehensive examinations such as Graduate Record Examination Advanced Tests, the Undergraduate Program Field Tests, and the Regents External Degree Foreign Language Examinations (MLA's). For example, history courses may be duplicative of the Graduate Record Examination Advanced Test in history.

Questions regarding credit duplication are sometimes complicated, and enrolled candidates are encouraged to seek advice from the Regents External Degree Program registrar on such matters.

USE OF CREDIT FOR TWO DEGREES ON THE SAME LEVEL

Individuals planning to earn a Regents External Degree, who already hold a degree at the same level (e.g., associate level or bachelor's level) from another institution or from the Regents External Degree Program itself, should realize that there are restrictions on the use of credits from a prior degree toward a second degree at the same level. Before enrolling in the Program, such persons should inquire how the policy applies to them by writing to:

Regents External Degree Program
99 Washington Avenue — Room 1919
Albany, New York 12230

GRADING

The Regents External Degree Program requires an overall "C" average or 2.0 cumulative grade point average for completion of a degree. (Minimum acceptable grades for examinations are detailed in the "Approaches to Earning Credit" section of this catalog.) Grades of "D" will be accepted toward a Regents External Degree as long as they are balanced by enough grades of "B" or better to produce a "C" average. However, for the professional component of all three external nursing degrees and of both options for the Bachelor of Science (business administration) degree, only grades of "C" or better will be accepted. Only those course and examination grades that a candidate specifies will be recorded on an external degree Status Report or transcript.

Computing a Numerical Academic Average

The Regents External Degree Program uses a grading system, in which A=4.0, B=3.0, C=2.0, and D=1.0. The letter grades of all college courses and/or proficiency examinations which qualify for credit toward a Regents External Degree are converted to this system for purposes of computing grade point averages. Unacceptable are "F's" and other failing grades. Courses and examinations reported on a Pass-Fail or standard score system are not included in computing the cumulative grade point average. Transcripts entirely composed of "Pass" grades will be considered as meeting the required 2.0 average for a degree.

Computation of Grade Point Average — The Regents External Degree Program's grade point average is based on the four-point scale mentioned above. To compute a grade point average:

1. Compute the quality points earned for each course or examination (except those noted above) by multiplying the number of semester credit hours* associated with the course by the numerical equivalent of the grade earned in the course. Numerical equivalents are: A=4, B=3, C=2, D=1 (i.e., the numerical equivalent of the alphabetic grade "A" is 4.)
2. Compute the total number of credit hours completed by adding the credit hours associated with all courses/examinations completed.
3. Compute the total number of quality points earned by adding the quality points earned for all courses/examinations completed.
4. Compute the grade point average by dividing the total number of quality points earned by the total number of credit hours attempted.

EXAMPLE:

Grade received	Numerical equivalent of grade	Credit hours of course	Quality points
B	3	4	12
A	4	3	12
C	2	3	6
D	1	2	2
		12	32

Grade point average 32 ÷ 12 = 2.66

---

*Semester credit hours are characteristically listed on college transcripts and in college catalogs. Credit hours earned at colleges on a quarter system should be multiplied by 2/3 to produce semester hour equivalents (i.e., 1 quarter hour equals 2/3 of a semester hour).

STATUS REPORTS AND TRANSCRIPTS

When enrolled degree candidates successfully complete courses or proficiency examinations that they wish to have applied for credit toward their degree programs, they should request the appropriate institution or testing agency to forward an official transcript to the registrar of the Regents External Degree Program. Each time official transcripts are received by the registrar, they will be evaluated and the degree candidate will receive a Status Report. The Status Report will indicate the candidate's progress in meeting degree requirements. Sample Status Reports appear in this catalog after each degree description.

Status Reports differ from transcripts in that they provide a cumulative record of a candidate's progress toward a degree. They are used to tell candidates their current degree "status." Transcripts on the other hand, are official records of a candidate's performance which are sent out, at the candidate's request, to colleges, employers, or designated agencies.

TRANSCRIPT REQUEST PROCEDURES

Incoming Transcripts

All transcripts that are to be evaluated for credit toward a Regents External Degree must come directly from the issuing institution to be considered for credit. Unofficial or student copy transcripts are not accepted. After enrolling in the Regents External Degree Program, candidates should write directly to the college, testing agency, (including the American College Testing Program), or appropriate military agency to request that an official copy of their transcripts be forwarded to the Regents External Degree registrar. (See "Approaches to Earning Credit" section.)

All transcripts to be evaluated for credit, regardless of when the course or examination was completed, should be forwarded to the following address:

Registrar
Regents External Degrees
The University of the State of New York
99 Washington Avenue — Room 1924
Albany, New York 12230

Outgoing Transcripts

Official University of the State of New York transcripts will remain permanently on file in the registrar's office for those individuals who have earned credit toward a Regents External Degree or who have established a Regents Credit Bank record. Individuals may request official copies to be forwarded to institutions, or request student copies, by completing a Transcript Request Form. This form can be obtained from the registrar of the Regents External Degree office. There is no fee for this service.

COSTS

Administrative Fees for All Degree Programs

Enrollment Fee for Degrees	$75
Enrollment Fee for Credit Bank	$75
Annual Records Maintenance Fee	
Associate degrees	$25
Bachelor's degrees	$50
Graduation Fee	$25

The enrollment fee entitles degree candidates to an unlimited number of evaluations and transcripts, and it defrays the normal record-keeping and administrative costs of the registrar's office. The Credit Bank Enrollment Fee provides, over a two-year period, evaluations of all college-level work undertaken by an individual and a comprehensive transcript of such work, which will be sent free of charge to any institution or agency. The Annual Records Maintenance Fee has been established to defray the costs of maintaining a candidate's file beyond the first year of enrollment. This fee is billed in March for candidates enrolled prior to October of the previous year. The student who chooses to meet degree requirements over a period of several years will be assessed this fee *annually* to help cover the maintenance of the candidate's academic record and the issuance of periodic Status Reports and transcripts. To be eligible for evaluation of transcripts, test score reports, and other materials beyond the first year of enrollment, a candidate must pay the *Annual Records Maintenance Fee* according to the above schedule.

Individuals who decide to complete degree requirements by using proficiency examinations must assume the additional cost of the examinations. These fees are paid directly to the agency administering the test at the time a candidate registers for a specific examination. Fees vary from examination to examination, and agency to agency; therefore, the candidate should contact directly the agencies mentioned earlier in this section for specific cost details. Those who decide to complete degree requirements through college courses must assume those costs also.

Total cost of an external degree program will vary, depending on the amount of work to be completed and the means employed (examination, regular college courses, and so forth). The average cost of a degree taken entirely by examination is between $400 and $850. Fees for the Regents External Degree Examinations and College Proficiency Examinations are listed in Part III of this catalog.

FINANCIAL ASSISTANCE

1. Veterans Administration (V.A.) Benefits

Veterans enrolled in the Regents External Degree Program are eligible to receive cost-of-education benefits covering tuition and fees up to certain specified limits. Interested individuals should contact the Regents External Degree office for additional information.

2. *Financial Assistance for New York State Residents*

Residents of New York State may be eligible for a Tuition Assistance Program (TAP) award or for a Guaranteed Student Loan. Those persons who have been awarded Regents College Scholarships, Regents Scholarships for Basic Professional Education in Nursing, Regents Scholarships for Deceased and Disabled Veterans, or Regents War Veterans Scholarships may apply this financial assistance to the Regents External Degree Program.

For additional information concerning eligibility, terms, and scope of these scholarships and awards, write to the Regents External Degree Office.

Clients of the New York State Office of Vocational Rehabilitation can pursue a Regents External Degree or take proficiency examinations without cost to themselves. Such persons should contact their OVR counselors for further information.

3. *Fee Waivers for New York State Residents*

a. Although the Regents External Degree Program does not participate in the Higher Education Opportunity Program (HEOP) and the Educational Opportunity Program, REDP enrollees who qualify as economically disadvantaged according to those program guidelines may apply to have the enrollment, annual records, and graduation fees for the Regents External Degree Program waived. Information on eligibility and application procedures may be obtained from the Regents External Degree Program Office.

b. Enrollment, annual records, and graduation fees will be waived for inmates of New York State correctional facilities. In addition, both College Proficiency and Regents External Degree examinations can be taken at reduced fees by inmates of New York State correctional facilities.

CANDIDATE COUNSELING

Candidate counseling is available both from the central program office and, in New York State, through a network of voluntary advisors. A list of the volunteer advisors with their names and addresses is available from the Program Office. For military personnel, base Test Control Officers can also provide counseling.

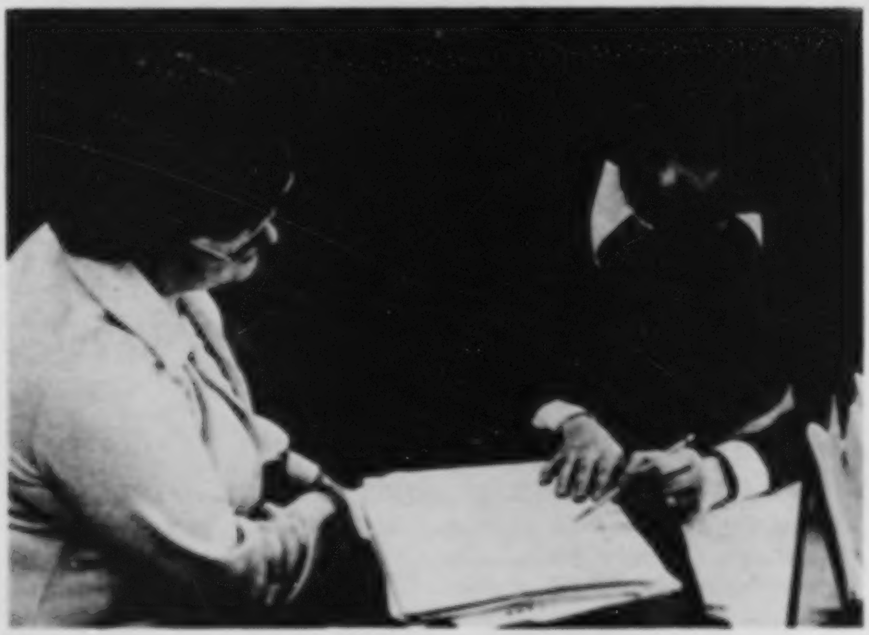
Regents External Degree-College Proficiency Examinations Advisement Office

Regardless of place of residence, everyone who enrolls in a Regents External Degree Program is assigned a Faculty Program Advisor and a Transcript Evaluator from the Regents External Degree Office. These individuals are available by mail, telephone, or in person if the Albany Office is convenient. Faculty Program Advisors, for example, will assist candidates in understanding their degree requirements, selecting appropriate courses and/or examinations, planning a program of study, and dealing with other academic institutions for transcripts, course information, or admission. Students are encouraged to contact their Program Advisors whenever they have a question or concern that relates to their progress toward an external degree. Transcript Evaluators will respond to queries about the status of the candidate's records on file in the registrar's office, and in interpreting the Status Report.

Candidates will find the names of their Program Advisors in the letter welcoming them to the program. This information is also provided at the bottom of each Status Report, along with the name of their Transcript Evaluator. *Candidates desiring to come to Albany to meet with their Advisors or their Evaluators are asked to make an appointment in advance.*

Regents External Degree faculty may also be contacted about academic questions related to their particular field of specialization. However, candidates should consult the program catalog, examination study guides, and other program materials for answers to their questions before contacting faculty members.

Prospective Regents External Degree candidates, regardless of residence, are also encouraged to contact the Advisement Office to clarify degree requirements, to determine how past educational experiences might be applied toward an external degree, or to obtain information on examinations offered by the College Proficiency Examination and Regents External Degree Programs.



Regents External Degree-College Proficiency Examination Volunteer Advisors in New York State

A voluntary network of over 150 advisors has been established throughout New York State to assist individuals interested in earning a Regents External Degree and to provide information on a wide range of educational experiences, whether they are offered by conventional colleges, or by such nontraditional programs as New York's College Proficiency Examination Program.

The advisors are located in a variety of institutions to maximize their availability to the general public. Many are affiliated with colleges and universities, and can be of assistance in selecting courses toward specific Regents External Degree requirements or to meet other educational interests. For some people, particularly women who may be beginning or returning to higher education, one of the advisors affiliated with the YWCA, Cooperative Extension, or the National Organization of Women may be helpful. Such individuals can provide guidance and counseling in several areas in addition to educational pursuits. Several advisors are also located in public libraries and can be of assistance in locating and selecting learning resources. Other advisors are located in the Bedford-Stuyvesant Restoration Corporation, BOCES, and other educational agencies, such as the Regional Learning Service of Central New York, and the New York City Board of Education.

Nursing Degree Advisors

Part of the volunteer network consists of advisors, active in nurse education or nursing service, who help Regents External Degree Nursing candidates understand and complete the external degree requirements. Questions regarding the appropriate experience to prepare for the clinical performance examination or other aspects of external degree program can be addressed to these advisors.

• • •

A list of all voluntary advisors, their institutional affiliations, addresses, and telephone numbers is available from:

Advisement Office
Regents External Degree Program
99 Washington Avenue — Room 1919
Albany, New York 12230

HIGHER EDUCATION LIBRARY ADVISORY SERVICE (HELAS)

The Board of Regents of The University of the State of New York has accepted a grant from the Fund for the Improvement of Post-Secondary Education of the United States Department of Health, Education, and Welfare to establish an educational advisory service for adults in several public libraries in New York State. Full-time librarian-advisors will provide information on a wide range of post-secondary educational options, both traditional and nontraditional; assistance in decision-making and educational planning to meet individual needs; and referral to appropriate post-secondary institutions. The project also seeks to demonstrate that the public library, historically viewed as a community information resource, can readily assume the role of a community-based, learner-centered information and advisory resource for adults interested in continuing their education.

Those interested in Regents External Degree or College Proficiency Examinations are invited to make use of HELAS services. The demonstration sites for the Project are the central libraries of the Corning, Schenectady, and Queensborough Public Libraries and the Mid-Manhattan Library of the New York Public Branch Libraries. Further information on the demonstration project, as well as the names and locations of the librarian-advisors to contact is available from the following:

HELAS Project Director
99 Washington Avenue — Room 1919
Albany, New York 12230

Alternate Degree Office of Bronx Community College

Many local organizations, such as Bronx Community College, are developing resource centers to assist area residents interested in nontraditional programs such as credit-by-examination and external degrees. Bronx Community College has established a study center where individuals can obtain content outlines and study guides, examination applications, and other resource information on the examinations available. Volunteer advisors are also on hand to provide assistance in a number of ways, such as selecting courses at the College that will meet external degree requirements or appropriate proficiency examinations on which candidates can demonstrate knowledge gained outside the classroom. For more information, write or stop by the Bronx Community College Adult Learning Center Office at 2468 Jerome Avenue, Bronx, N.Y. 10468, or call (212) 220-2912.

The Higher Education Institute

The Regents External Degree Program, in cooperation with the New York State Department of Correctional Services, provides information and advisement on higher education opportunities to employees of New York State correctional facilities. In each facility an academic advisor, trained and supported by the Regents External Degree staff, assists other employees in choosing appropriate academic options and gaining access to educational resources. Evaluation of Correctional Services Academy training courses, as well as proficiency examinations and Special Assessment, offers corrections officers and other staff the chance to earn credit for their experiential learning.

HIGH SCHOOL EQUIVALENCY DIPLOMA

After accumulating 24 semester hours of credit toward a Regents External Degree, New York State residents may receive a high school equivalency diploma from the High School Equivalency Diploma Unit of the New York State Education Department. Application forms and procedure descriptions are available from the Registrar, Regents External Degrees, The University of the State of New York, 99 Washington Avenue — Room 1926, Albany New York 12230.

MEDICAL LABORATORY TECHNICIAN — MLT: AMERICAN SOCIETY OF CLINICAL PATHOLOGISTS(ASCP)—CERTIFICATION

Regents External Associate in Arts and Associate in Science degrees may be used with appropriate science courses and laboratory experience to meet the two-year educational requirement for the Medical Laboratory Technician's American Society of Clinical Pathologists (ASCP) examination. (See page 46 for fuller descriptions.)

HOW TO EARN A REGENTS EXTERNAL DEGREE: ENROLLMENT AND DEGREE COMPLETION PROCEDURES

Candidates interested in earning a Regents External Degree should follow the procedures listed below. It should be noted that considerable self-motivation and adherence to educational goals are characteristic of Regents External Degree graduates.

1. *Review of Degree Requirements* — Carefully review the information provided on the Degree Program that interests you to familiarize yourself with the amount and type of academic work required.
2. *Self-Evaluation* — Prospective candidates are urged to conduct their own evaluation of previously earned academic work, prior to enrolling in the program. For example, if you have taken college courses or proficiency examinations, you should attempt to classify them according to subject matter areas (humanities, social science, natural sciences or mathematics, business, nursing, or electives), using as a guide the requirements of the degree in which you are interested. You may check which examinations will fulfill degree requirements by referring to the listings within the degree description. This self-evaluation will help you to estimate the extent to which you have satisfied degree requirements and the amount of additional work you will have to complete to qualify for a degree. New York State residents may wish to consult a Regents External Degree-College Proficiency Examination program or volunteer advisor if they need assistance in conducting the self-evaluation. Please refer to the section, "Candidate Counseling," above, and request a list of program advisors from the Advisement Office in Albany.
3. *Enrollment* — If you decide the Regents External Degree Program meets your needs, obtain and submit a completed enrollment form with the nonrefundable fee of $75. A letter officially acknowledging your enrollment in the program will be sent to you after the Regents External Degree Program has received the correctly completed enrollment form and fee.

4. *Initial Credit Evaluation* — At the time your enrollment is acknowledged, you will be asked to complete a "Transcript Record Sheet" listing the colleges and testing agencies from which your transcripts will be forwarded. (This applies only to work completed *prior* to enrollment.) Return the form, and have official transcripts from all institutions listed forwarded to:

   Registrar, Regents External Degrees
   The University of the State of New York
   99 Washington Avenue — Room 1924
   Albany, New York 12230

   Official transcripts from accredited colleges and universities, testing agencies, or military programs should be forwarded *directly* from the issuing institution to be considered for credit. Only passing grades may be used for credit toward a Regents External Degree. (See "Grading" section above.)

   As each transcript listed on the "Transcript Record Sheet" is received, you will be sent a postcard indicating whether other transcripts or required data on course content or levels are still outstanding. When all the information needed for evaluation has been compiled, a final postcard will be forwarded giving an approximate date when the initial credit evaluation will take place.

   Status Reports — Official copies of an enrolled degree candidate's academic work will be evaluated as soon as possible after all transcripts listed on the "Transcript Record Sheet" have been received by the registrar. Shortly after your transcripts have been evaluated, you will receive a "Status Report" indicating the amount of credit you have been granted toward meeting the requirements of the degree program in which you are enrolled.

   In addition to the courses and tests for which credit has been awarded, the Status Report contains a summary of the requirements a candidate must still meet to qualify for graduation, as well as the name, address, and telephone number of your Transcript Evaluator and Program Advisor. Sample Status Reports are provided after each degree description in this catalog.

5. *Additional Credits and Updated Status Reports* — Each time you complete additional course work or proficiency tests which you wish to apply toward your degree, you should have official transcripts forwarded to the Regents External Degree registrar for evaluation.

   Each transcript will be acknowledged by postcard. After each evaluation, you will be sent an updated Status Report. Prior to registering for examinations and/or courses, you should consult the degree requirements to make certain that the courses or examinations can be used to satisfy the degree requirements you are lacking. Enrolled degree candidates may request assistance with regard to course or examination selection from their Program Advisor or Transcript Evaluator.

6. *Graduation* — When you have satisfied all of the degree requirements and have been approved by the appropriate Regents External Degree faculty committee, you will be recommended to the Board of Regents of The University of the State of New York for conferral of the degree. The Board of Regents generally votes on degree recipients twice a year, and a formal graduation ceremony is held in Albany in the fall of each year. Regents External Degree graduates who reside in New York State are also invited to participate in spring commencement ceremonies near their homes at New York college and university campuses. If your degree is awarded at another time during the year, or if you are unable to attend the ceremony in Albany, your diploma will be forwarded to you by mail.

If you have difficulty in ascertaining degree requirements or if problems arise in any regard, contact the Advisement Office for Regents External Degrees-College Proficiency Examinations. If you live in New York State, you may wish to arrange an appointment with a local volunteer advisor. (See the subsection, "Candidate Counseling.")

DEGREE PROGRAMS

Eight degree programs are offered by Regents External Degrees, four on the associate level and four on the baccalaureate level:

Associate in Arts
Associate in Science
Associate in Applied Science
(nursing)
Associate in Science (nursing)

Bachelor of Science (nursing)
Bachelor of Arts
Bachelor of Science
Bachelor of Science (business
administration)

A description of the requirements for each Regents External Degree follows. (Candidates who earn a Regents External associate degree may later apply some or all of those credits toward meeting requirements for a Regents External bachelor's degree.)

THE ASSOCIATE REGENTS EXTERNAL DEGREES IN LIBERAL ARTS AND SCIENCE

The University of the State of New York offers two liberal arts and science Regents External Degrees on the associate level — Associate in Arts and Associate in Science. The degree requirements for both programs are broadly based in the liberal arts — the humanities, social sciences, and natural sciences-mathematics — to allow an individual maximum flexibility in planning a program of study. There is no established order in which requirements must be met, nor is there a time constraint on how long it takes to earn either of these external degrees. All of the methods described in the "Approaches to Earning Credit" section of this catalog can be applied toward either external associate degree.

The Associate in Science is especially suited for those whose interest or educational background lies in a technical, professional, or occupational area. The "elective" category can be adapted to reflect a concentration in a specific subject area, especially one that is career-related, even though the degree itself specifies no "major."

The following sections describe the specific requirements for both the Associate in Arts and Associate in Science external degrees. Candidates should compare closely both sets of requirements with their own educational backgrounds and aspirations to determine which degree better meets their needs. Should a candidate be enrolled in one external degree program and decide that another one would be more appropriate, a transfer of degree program may be requested by informing the registrar in writing.

Those candidates already holding one associate degree who wish to obtain another should write to the Program Office for a statement of the special requirements.

Candidates who wish to transfer to a traditional four-year college program after completing the Associate in Arts or Associate in Science external degree are encouraged to consult the institution(s) of their choice to determine specific entrance requirements and any preference in transfer policy between the Associate in Arts and the Associate in Science degrees. Candidates considering continuing toward a Regents External bachelor's degree with a concentration in a liberal arts and science subject should carefully consider the Associate in Arts degree since it would more nearly fulfill lower-level liberal arts and science requirements in a Regents bachelor's degree.

DEGREE REQUIREMENTS

Associate in Arts

Candidates must complete *all* of the following requirements:

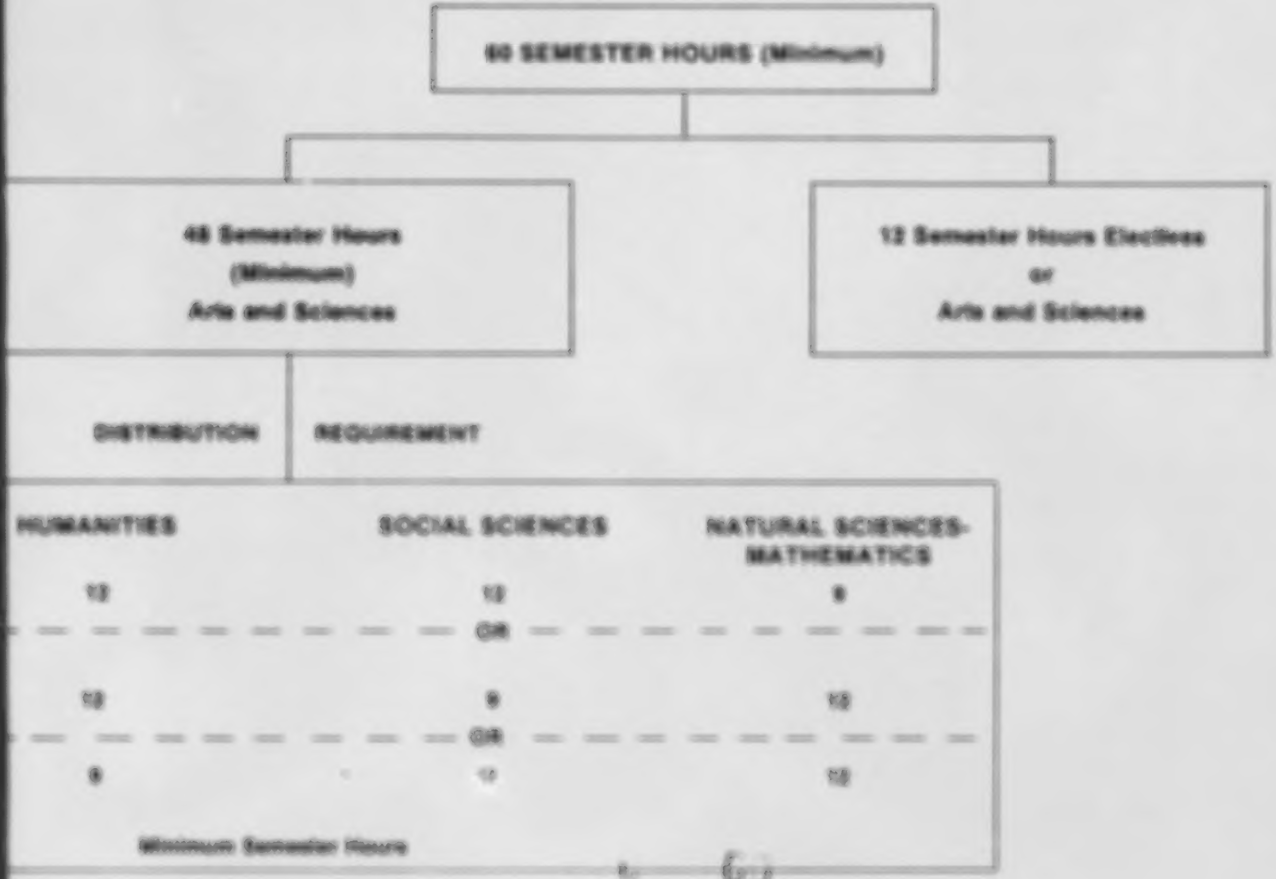
1. **Minimum Number of Semester Hours** — Candidates for the Associate in Arts degree must earn a minimum of 60 semester hours.
2. **Distribution Requirements** — Of the 60 semester hours required for the Associate in Arts degree, a minimum of 48 semester hours must be distributed in the liberal arts and sciences among the following three areas of study: (1) humanities, (2) social sciences (which include history), and (3) natural sciences-mathematics. A minimum of 9 semester hours must be earned in any one of the three areas of study, with a minimum of 12 semester hours in each of the remaining two areas. The additional 15 hours needed to satisfy the total 48 semester hours requirement can be distributed among the three areas or earned in only one of the three areas of the distribution requirement.
3. **Electives** — The remaining 12 semester hours are considered free electives and may be earned in any field(s) of collegiate study, including vocational, technical, and professional areas, in addition to and including the humanities, social sciences, and natural sciences-mathematics.
4. **Minimum Academic Average** — Candidates will be required to achieve a cumulative average of "C" (2.0) or better to earn an Associate in Arts degree. Although grades of "D" will be accepted for credit, these grades must be balanced by an equivalent number of "A" or "B" credit hours to achieve the "C" cumulative average. Only those grades that the candidate wishes to apply toward the degree will be recorded and kept on file. No grade of "F" will be recognized for credit. In those cases where "Pass-Fail" grades have been assigned, the "Pass" grade will be accepted for credit but will not be figured into the cumulative average. For information on computing the grade point average, please refer to the "Grading" portion of the General Information section of this catalog.

Associate in Science

Candidates must complete *all* of the following requirements:

1. **Minimum Number of Semester Hours** — A minimum of 60 credits or semester hours is required to earn the Associate in Science degree.
2. **Distribution Requirements** — A minimum of 30 credits must be distributed in the liberal arts and sciences among the following three areas of study: (1) the humanities, (2) the social sciences (which include history), and (3) natural sciences-mathematics. A minimum of 6 credits must be earned in any one of the three areas of study, with a minimum of 9 credits in each of the remaining two areas. An additional 6 credits needed to satisfy the 30-hour requirement in the liberal arts and sciences can be distributed in one or more of the three areas of the distribution requirement as the candidate chooses.
3. **Electives** — The remaining 30 credits are considered free electives and may be earned in any field of collegiate study, including vocational, technical, and professional areas, in addition to and including the areas of humanities, social sciences, and natural sciences-mathematics.
4. **Minimum Academic Average** — Candidates will be required to achieve a cumulative average of "C" (2.0) or better to earn an Associate in Science degree. Although grades of "D" will be accepted for credit, these grades must be balanced by an equivalent number of "A" or "B" credit hours to achieve the "C" cumulative average. Only those grades that the candidate wishes to apply toward the degree will be recorded and kept on file. No grade of "F" will be recognized for credit. In those cases where "Pass-Fail" grades have been assigned, the "Pass" grade will be accepted for credit but will not be figured into the cumulative average. For information on computing the grade point average, please refer to the "Grading" portion of the General Information section of this catalog.

ASSOCIATE IN ARTS DEGREE



60 SEMESTER HOURS (Minimum)

48 Semester Hours
(Minimum)
Arts and Sciences

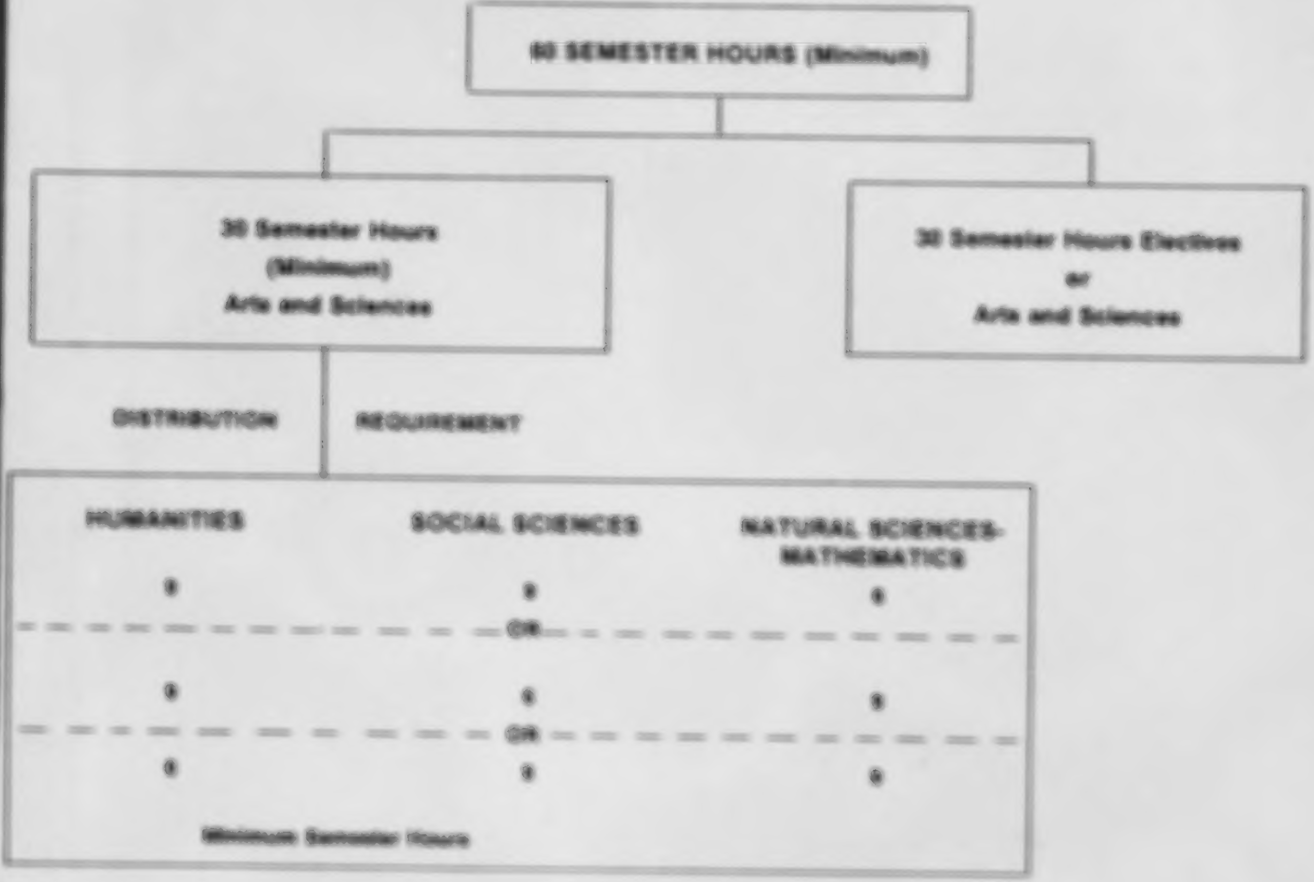
12 Semester Hours Electives
or
Arts and Sciences

DISTRIBUTION REQUIREMENT

HUMANITIES	SOCIAL SCIENCES	NATURAL SCIENCES-MATHEMATICS
12	12	9
	OR	
12	9	12
	OR	
9	12	12

Minimum Semester Hours

ASSOCIATE IN SCIENCE DEGREE



60 SEMESTER HOURS (Minimum)

30 Semester Hours
(Minimum)
Arts and Sciences

30 Semester Hours Electives
or
Arts and Sciences

DISTRIBUTION REQUIREMENT

HUMANITIES	SOCIAL SCIENCES	NATURAL SCIENCES-MATHEMATICS
6	9	9
OR		
9	6	9
OR		
9	9	6

Minimum Semester Hours

METHODS OF SATISFYING DEGREE REQUIREMENTS—ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE

The *Associate in Arts* and the *Associate in Science* degree requirements can be satisfied by using:

1. College courses from regionally accredited colleges
2. Recognized proficiency examinations, including those offered through the U.S. military's DANTES and USAFI
3. Military service school courses and Military Occupational Specialties (MOS's)
4. Special Assessment
5. Evaluated noncollegiate educational programs
6. FAA Airman Certificates

Degree requirements may be satisfied by any one, or a combination, of the above methods as long as proper distribution and grade point average requirements are met. It is important for degree candidates to guard against *duplication of credit*. (See this part of the catalog under "General Information," following "Approaches to Earning Credit.")

1. College Courses

Transcripts — Only official transcripts from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from regionally accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the dates of attendance.

Grading Policies — There is no time limit on completion of a course for it to be considered for credit. Only those grades and courses that the candidate desires to apply toward the degree will be evaluated. Only those courses in which a grade of "D" or better was achieved can be used for purposes of satisfying degree requirements. However, grades of "D" must be balanced by "A" or "B" grades in order to achieve the necessary 2.0 or "C" average for graduation. The amount of semester hours of credit allowed for individual courses is usually determined by the amount of credit that appears on the transcript as granted by the institution at which the course(s) were completed. Credit hours earned at colleges on a quarter system must be multiplied by two-thirds in order to convert them to semester hours.

Meeting the Distribution Requirements — Those courses that can be classified as satisfying the distribution requirement in humanities, social sciences, or natural sciences-mathematics will be recorded in the appropriate category. If a particular course cannot be identified as being related to one of these areas, it will be evaluated as elective credit.

Courses may satisfy the humanities requirement if they can be identified as being related to a field of study such as art, music, drama, theater, philosophy, classics, language, English, or literature. Courses may satisfy the social sciences requirement if they are related to such areas as anthropology, economics, history, political science, psychology, or sociology. Courses may satisfy the natural sciences-mathematics requirement if they are related to such fields as biology, chemistry, calculus, statistics, or geology. Courses in other areas such as management, engineering, and college-level vocational and technical subjects can be used as free electives. Physical education activity courses cannot be counted for credit. A sample list of the types of courses that can be classified in the subject matter area of humanities, social sciences, natural sciences-mathematics, and electives follows. It should be noted that this is a *sample* list which does not contain all courses that can qualify for credit in a particular area.

SAMPLE LIST OF TYPICAL COLLEGE COURSES CLASSIFIED ACCORDING TO SUBJECT MATTER AREA

Humanities

English Composition
American Literature
Elementary Latin
History of Art
Studio Art
Theatre
Music Appreciation
Intermediate French
Philosophy
Religion

Social Sciences

Geography
Introduction to Anthropology
Economics
Sociology
Psychology
American Government
Western Civilization
Educational Psychology
History

Natural Sciences-Mathematics

Biology
Chemistry

Physics
Astronomy
Basic Mathematics
College Mathematics
Introduction to Statistics

Electives (College courses other than those in the previous 3 categories)
Building Construction
Introduction to Business Administration
Fundamentals of Nursing
Techniques of Teaching
Secretarial Science
Health Education
Mental Hygiene
Reading Instruction

3. Proficiency Examinations

Transcripts — Only official transcripts from the following college-level testing agencies will be evaluated and acceptable credit applied toward satisfying the requirements for the *Associate in Arts* or *Associate in Science* degree:

New York College Proficiency Examination Program (CPE)

Regents External Degree Examination Program (REDE)

College Board Advanced Placement Examinations (AP)

College-Level Examination Program — both single subject and general examinations (CLEP)

Graduate Record Examination Advanced Tests (GRE)

Undergraduate Program Field Tests (UP)

Defense Activity for Non-Traditional Education Support (DANTES) or United States Armed Forces Institute (USAFI)

Grading Policies — There is no time limit for completion of an examination for it to be considered for credit toward either associate degree. Only those grades and examinations that candidates desire to apply toward their degrees will be evaluated. Only those examinations with a grade of "D," "Pass," or minimum acceptable standard score as determined by the Regents faculty committee will be accepted toward meeting the degree requirements. Grades of "D" must be balanced by "A" or "B" grades in order to achieve the necessary 2.0 or "C" average for graduation.

Meeting Distribution Requirements — Existing examinations offered by the recognized testing agencies have been classified according to the distribution requirements in the humanities, social sciences, or natural sciences-mathematics. Those examinations that could not be identified as relating to one of these areas are classified as electives. A list of these examinations, including the amount of credit granted, can be found following these degree descriptions. As new examinations are developed they will be classified according to the distribution requirements above.

It should be noted that the College-Level Examination Program (CLEP) General Examinations in English, Humanities, Natural Sciences, and Social Sciences-History are equivalent to the United States Armed Forces Institute (USAFI) GED-College Level Examinations in Expression, Literary Materials, Natural Sciences, and Social Sciences, respectively. The completion of both types of examinations in a particular subject matter is considered duplication of credit toward a Regents External Degree. A maximum of 6 credit hours of English Composition and Grammar or Freshman English will be applied toward an Associate Regents External Degree regardless of the number of examinations and/or courses completed. For further information, see the "Approaches to Earning Credit" section of the catalog.

5. Military Service School Courses and Military Occupational Specialties (MOS's)

Credit may be earned toward the *Associate in Arts* or the *Associate in Science* degree by completing military service school courses which contain college-level work and which have been evaluated by the Office on Educational Credit, formerly the Commission on Accreditation of Service Experiences (CASE), of the American Council on Education. The same is true of a selected number of Army Military Occupational Specialties (MOS's). The recommendations provided by that office will be used to determine the amount of academic credit to be granted toward either the A.A. or the A.S. degree, and to classify the courses in terms of the distribution requirements. For further information, see the "Approaches to Earning Credit" section of this catalog.

6. Special Assessment

Special Assessment can be used as a means of earning credit toward the Associate in Arts or the Associate in Science degree. The amount and type of credit that may be granted for each assessment will vary according to the learning experience evaluated. A complete description of Special Assessment is provided in the "Approaches to Earning Credit" section of this catalog.

5. Evaluated Noncollegiate Educational Programs

Credit can be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions, police academies, and other agencies which have been evaluated by the New York State Education Department's Office on Noncollegiate Sponsored Instruction or by the American Council on Education and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

6. F.A.A. *Airman Certificates*

Credits are awarded for certain Federal Aviation Administration (F.A.A.) Airman (Pilot) Certificates. These credits may be used *only* toward fulfillment of the elective requirements of the Associate in Arts and the Associate in Science Regents External Degrees. Further information is found in the "Approaches to Earning Credit" section of this catalog.

MEDICAL LABORATORY TECHNICIAN —MLT: AMERICAN SOCIETY OF CLINICAL PATHOLOGISTS (ASCP)—CERTIFICATION

The Regents External Associate in Arts and Associate in Science degrees may be used to meet the two-year educational requirement for the Medical Laboratory Technician's (MLT) examination.

The American Society of Clinical Pathologists (ASCP) Board of Registry requirements are: (1) an applicant who has not attended a structured educational program must have an associate degree or the equivalent from an accredited institution, including courses in chemistry and biology, plus five years full-time acceptable laboratory experience within the last seven years in hematology, microbiology, chemistry, blood banking, serology, and urinalysis—plus Board of Registry examination. Six semester hours (9 quarter hours) of chemistry and 6 semester (9 quarter hours) of biology will be required in order to fulfill the chemistry and biology requirement, or (2) an associate degree or equivalent from an accredited institution, including courses in chemistry and biology, *plus* graduation from a military medical laboratory training program of not less than 12 months' duration (MOS 92B20, NEC 8417, AFSC 90470 or AFSC 90670 categories), *plus* Board of Registry examination. (This ruling applies to military graduates also.)

Please note that, although the Regents External Degree Program does not require its candidates to complete courses in biology and chemistry, candidates who wish to qualify for the Medical Laboratory Technician's MLT(ASCP) examination must complete a one-semester college course or proficiency examination in both biology and chemistry. Candidates utilizing proficiency examinations in biology and/or chemistry will be asked to present evidence of laboratory experience to the Regents External Degree Program for inclusion on their official transcript.

Additional information concerning the Medical Laboratory Technician, MLT(ASCP) examination may be obtained by writing to: ASCP Board of Registry, Box 4872, Chicago, Illinois 60680.

APPROVED EXAMINATIONS FOR FULFILLING THE ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE REGENTS EXTERNAL DEGREE REQUIREMENTS

CPE = New York College Proficiency Examination
REDE = Regents External Degree Examination
AP = Advanced Placement (College Board) Examination
CLEP = College-Level Examination Program Test
DANTES = Defense Activity for Non-Traditional Education Support Examination
GRE = Graduate Record Examination Advanced Test
UP = Undergraduate Program Field Test
USAFI = United States Armed Forces Institute Test

CPE, REDE, AP, CLEP, GRE, and UP tests are listed alphabetically by the exact title of the examination under the subject area distribution. DANTES and USAFI examinations are listed with the GED's first followed by the SA/SB examinations in numerical order according to subject area distribution. Therefore, the reader should check the entire list for each subject area.

PREPARED BY	AREA AND TITLE	CREDITS
	Humanities	
CLEP	American Literature	6
CPE	American Literature: The Beginnings to the Civil War	3
CPE	American Literature: The Civil War to the Present	3
CLEP	Analysis and Interpretation of Literature	6
CPE	Applied Music, Major Level	[illegible]
CPE	Applied Music, Minor Level	[illegible]
AP	Art	6
UP	Art History	[illegible]
AP	Classics	6
CLEP	College French	6-12*
CLEP	College German	6-12*
CLEP	College Spanish	6-12*
UP	Drama and Theatre	[illegible]
AP	English	6
CLEP	English Composition — General	6
CLEP	English Composition — Subject	6
CLEP	English Literature	6
AP	French	6
GRE	French	[illegible]
UP	French	[illegible]
REDE	French (Battery A)	24
REDE	French (Battery B) Applied Linguistics	3
CPE	Freshman English	6
CLEP	Freshman English	6

PREPARED BY	AREA AND TITLE	CREDITS
AP	German	6
GRE	German	[illegible]
UP	German	[illegible]
REDE	German (Battery A)	24
REDE	German (Battery B) Applied Linguistics	3
CLEP	Humanities — General	6
REDE	Italian (Battery A)	24
REDE	Italian (Battery B) Applied Linguistics	3
UP	Literature	[illegible]
GRE	Literature in English	[illegible]
AP	Music	6
GRE	Music	[illegible]
UP	Music	[illegible]
GRE	Philosophy	[illegible]
UP	Philosophy	[illegible]
CPE	Philosophy of Education	3**
REDE	Russian (Battery A)	24
REDE	Russian (Battery B) Applied Linguistics	3
UP	Scholastic Philosophy	[illegible]
CPE	Shakespeare	3
AP	Spanish	6
GRE	Spanish	[illegible]
UP	Spanish	[illegible]
REDE	Spanish (Battery A)	24
REDE	Spanish (Battery B) Applied Linguistics	3
	Social Science	
CPE	African and Afro-American History	6
CLEP	Afro-American History	3
CLEP	American Government	3

---

*6 credits for score of 50-69
12 credits for score of 70 or more
**Graduate level examination

PREPARED BY	AREA AND TITLE	CREDITS
CPE	American History	6
AP	American History	6
CLEP	American History	6
CLEP	Behavioral Sciences for Nurses	6
CPE	Educational Psychology	3-6*
CLEP	Educational Psychology	3
GRE	Economics	30
UP	Economics	30
CPE	European History	6
AP	European History	6
[illegible]	French (History III: Civilization and Culture)	3
CLEP	General Psychology	3
GRE	Geography	30
UP	Geography	30
[illegible]	German (History III: Civilization and Culture)	3
GRE	History	30
UP	History	30
CPE	History of American Education	3
CLEP	History of American Education	3
CLEP	Human Growth and Development	3
CLEP	Introductory Economics	6
CLEP	Introductory Macroeconomics	3
CLEP	Introductory Microeconomics	3
CLEP	Introductory Micro- and Macroeconomics	3
[illegible]	Italian (History III: Civilization and Culture)	3
GRE	Political Science	30
UP	Political Science	30
GRE	Psychology	30
UP	Psychology	30
[illegible]	Russian (History III: Civilization and Culture)	3
CLEP	Social Sciences/History — General	6
GRE	Sociology	30
UP	Sociology	30
CLEP	Sociology (Introductory)	6
[illegible]	Spanish (History III: Civilization and Culture)	3
CLEP	Western Civilization	6

Natural Sciences/Mathematics

PREPARED BY	AREA AND TITLE	CREDITS
CPE	Anatomy and Physiology	6
CLEP	Anatomy, Physiology, Microbiology	6
CPE	Biology	6
AP	Biology	6
CLEP	Biology	6
GRE	Biology	30
UP	Biology	30
AP	Chemistry	6
GRE	Chemistry	30
UP	Chemistry	30
CLEP	College Algebra	3
CLEP	College Algebra and Trigonometry	3
GRE	Computer Science	30
CPE	Earth Science	6
CLEP	General Chemistry	6
CLEP	Geology	6
GRE	Geology	30
UP	Geology	30
CLEP	Introductory Calculus	6
CLEP	Introductory Calculus with Analytical Geometry	6
AP	Mathematics	6
GRE	Mathematics	30
UP	Mathematics	30
CLEP	Mathematics — General	6
CLEP	Microbiology	3
CLEP	Natural Sciences — General	6
AP	Physics	6
GRE	Physics	30
UP	Physics	30
CLEP	Statistics	3
CLEP	Trigonometry	3

[illegible]

PREPARED BY	AREA AND TITLE	CREDITS
CLEP	Accounting (Introductory)	6
CPE	Adult Nursing	12**
UP	Business	30
[illegible]	Business — Accounting (Level I)	6
[illegible]	Business — Accounting (Level II)	6
[illegible]	Business — Accounting (Level III)	12
[illegible]	Business — Business Environment and Strategy	6
[illegible]	Business — Finance (Level I)	6
[illegible]	Business — Finance (Level II)	6
[illegible]	Business — Finance (Level III)	12
[illegible]	Business — Management of Human Resources (Level I)	6
[illegible]	Business — Management of Human Resources (Level II)	6
[illegible]	Business — Management of Human Resources (Level III)	12
[illegible]	Business — Marketing (Level I)	3
[illegible]	Business — Marketing (Level II)	6
[illegible]	Business — Marketing (Level III)	12
[illegible]	Business — Operations Management (Level I)	6
[illegible]	Business — Operations Management (Level II)	6
[illegible]	Business — Operations Management (Level III)	12

---

*[illegible]

**Formerly called Medical-Surgical Nursing

PREPARED BY	AREA AND TITLE	CREDITS
CLEP	Chemistry (Clinical)	6
CLEP	Computer Programming, Elementary: Fortran IV	3
CLEP	Computers and Data Processing	3
CPE	Corrective and Remedial Instruction in Reading	6*
CPE	Criminal Investigation	3
CPE	Diagnosis and Remediation of Reading Problems	6*
GRE	Education	30
UP	Education	30
GRE	Engineering	30
UP	Engineering	30
REDE	French (Battery B): Professional Preparation (Teaching Methods)	3
CPE	Fundamentals of Nursing	10
CLEP	Fundamentals of Nursing	6
REDE	German (Battery B): Professional Preparation (Teaching Methods)	3
CPE	Health Education I: Personal Health — Physical Aspects	12
CPE	Health Education II: Personal Health — Emotional-Social Aspects	12
CPE	Health Education III: Public-Environmental Health	12
CLEP	Hematology	6
CLEP	Immunohematology and Blood Banking	6
CPE	Intermediate Typewriting	3**
CLEP	Introduction to Business Management	3
CPE	Introduction to Criminal Justice	3
CLEP	Introductory Business Law	3
CLEP	Introductory Marketing	3
CPE	Introductory Typewriting	3
REDE	Italian (Battery B): Professional Preparation (Teaching Methods)	3
CPE	Maternal and Child Nursing (Associate Level)	6
CPE	Maternal and Child Nursing (Baccalaureate Level)	12
CPE	Medical-Surgical Nursing	12***
CLEP	Medical-Surgical Nursing	6
CLEP	Money and Banking	3
REDE	Nursing — Commonalities in Nursing Care: Area I	6
REDE	Nursing — Commonalities in Nursing Care: Area II	6
REDE	Nursing — Differences in Nursing Care: Area I	6
REDE	Nursing — Differences in Nursing Care: Area II	6
REDE	Nursing — Differences in Nursing Care: Area III	6
REDE	Nursing — Nursing Health Care	6
REDE	Nursing — Occupational Strategy	6
UP	Physical Education	30
CPE	Psychiatric-Mental Health Nursing	6
CPE	Reading Instruction in the Elementary School	6
REDE	Russian (Battery B): Professional Preparation (Teaching Methods)	3
REDE	Spanish (Battery B): Professional Preparation (Teaching Methods)	3
UP	Speech Pathology and Audiology	30
CLEP	Tests and Measurements	3

---

*Graduate level examination.

**Regents External Degree candidates who do not already have credit in Introductory Typewriting will be granted a total of 6 credits if they successfully complete Intermediate Typewriting.

***Now called Adult Nursing.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) AND UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS

The United States Armed Forces Institute (USAFI), formerly a U.S. Department of Defense organization, up to June 1974 offered many examinations, including the General Educational Development (GED), College-Level Examinations, Subject Standardized Tests, End-of-Course Tests, and Subject Examinations, which can be used to fulfill many Regents External Degree requirements. Currently, the Defense Activity for Non-Traditional Education Support (DANTES) provides many of USAFI's testing activities, including the College-Level Examination Program (CLEP) General and Subject examinations and the former USAFI Subject Standardized Tests.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) EXAMINATIONS

SS = Subject Standardized Tests

TYPE	AREA AND TITLE	CREDITS
	Humanities	
SS	[illegible] Survey of English Literature I	[illegible]
SS	[illegible] Survey of American Literature I	[illegible]
SS	[illegible] Survey of American Literature II	[illegible]
SS	[illegible] Beginning French I	[illegible]
SS	[illegible] Beginning French II	[illegible]
SS	[illegible] Beginning German I	[illegible]
SS	[illegible] Beginning German II	[illegible]
SS	[illegible] Beginning Spanish I	[illegible]
SS	[illegible] Beginning Spanish II	[illegible]
SS	[illegible] Beginning Italian I	[illegible]
SS	[illegible] Beginning Italian II	[illegible]
SS	[illegible] Technical Writing	[illegible]
	Social Sciences	
SS	[illegible] Principles of Economics I	[illegible]
SS	[illegible] Principles of Economics II	[illegible]
SS	[illegible] History of Western Civilization to 1500	[illegible]
SS	[illegible] History of Western Civilization since 1500	[illegible]
SS	[illegible] History of the American Negro	[illegible]
SS	[illegible] History of Modern East Asia	[illegible]
SS	[illegible] History of Southeast Asia	[illegible]
SS	[illegible] History of Africa	[illegible]
SS	[illegible] Problems of Contemporary Latin America	[illegible]
SS	[illegible] Modern European Governments	[illegible]
SS	[illegible] Modern Asian Governments	[illegible]
SS	[illegible] Psychology of Adjustment	[illegible]
SS	[illegible] Educational Psychology	[illegible]
SS	[illegible] General Anthropology	[illegible]
SS	[illegible] Criminology	[illegible]
SS	[illegible] History and Philosophy of Education	[illegible]
	Natural Sciences-Mathematics	
SS	[illegible] Intermediate College Algebra	[illegible]
SS	[illegible] College Algebra	[illegible]
SS	[illegible] Basic Statistics	[illegible]
SS	[illegible] Plane Trigonometry	[illegible]
SS	[illegible] Calculus I	[illegible]
SS	[illegible] Calculus II	[illegible]
SS	[illegible] Differential Equations	[illegible]
SS	[illegible] Linear Algebra	[illegible]
SS	[illegible] Astronomy	[illegible]
SS	[illegible] General Geophysics	[illegible]
SS	[illegible] Oceanography	[illegible]
SS	[illegible] Principles of Physical Science I	[illegible]
SS	[illegible] College Chemistry I	[illegible]
SS	[illegible] College Chemistry II	[illegible]
SS	[illegible] College Physics I	[illegible]
SS	[illegible] College Physics II	[illegible]
SS	[illegible] Geology I	[illegible]
SS	[illegible] Geology II	[illegible]
SS	[illegible] Comparative Vertebrate Anatomy	[illegible]
SS	[illegible] Fundamentals of Electronics	[illegible]
	Business	
SS	[illegible] Introduction to Data Processing	[illegible]
SS	[illegible] Principles of Accounting	[illegible]
SS	[illegible] Business Law I	[illegible]

[illegible]

TYPE	AREA AND TITLE	CREDITS
SS	SB534 Business Law II	3
SS	SA535 Introduction to Data Processing	2*
SS	SA539 Principles of Management	3
SS	SB543 Introduction to Business	3
SS	SA546 Risk and Insurance	3
SS	SA548 Money and Banking	3
SS	SA549 Marketing	3
SS	SA560 Introduction to Education	3
SS	SA562 Principles of Guidance	3
SS	SA568 Introduction to Forestry	3
SS	SA740 Auto Mechanics I	3
SS	SA741 Auto Mechanics II	3
SS	SA756 Introduction to Carpentry	3

TYPE	AREA AND TITLE	CREDITS
SS	SB770 Basic Technical Drawing and Graphics	3
SS	SA785 Electrical Measuring Instruments	3
SS	SA788 Introduction to Electronics I	3
SS	SA789 Introduction to Electronics II	3
SS	SA810 Technical Mathematics I	5
SS	SA811 Technical Mathematics II	
SS	SB885 Principles of Radio	3
SS	SA890 Radio Servicing	4
SS	SA891 Television Servicing	4
SS	SA936 Introduction to Refrigeration	4
SS	SA960 Introduction to Quality Control	3*

---

*Not applicable if taken after 4/1/76.

UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS*

GED = GED — College-Level Examinations
SS = Subject Standardized Tests

TYPE	AREA AND TITLE	CREDITS
	Humanities	
GED	Expression	3
GED	Literary Materials	6
SS	SB400 English Composition I	3
SS	SB401 English Composition II	3
SS	SA404 Survey of English Literature I	3
SS	SA405 Survey of English Literature II	3
SS	SA415 Speech I	2
SS	SA416 Speech II	2
SS	SA575 Beginning Latin I	3
SS	SA576 Beginning Latin II	3
SS	SA577 Beginning French I	3
SS	SA578 Beginning French II	3
SS	SA579 Beginning German I	3
SS	SA580 Beginning German II	3
SS	SA581 Beginning Russian I	3
SS	SA582 Beginning Russian II	3
SS	SA583 Beginning Spanish I	3
SS	SA584 Beginning Spanish II	3
SS	SA585 Beginning Italian I	3
SS	SA586 Beginning Italian II	3
SS	SA820 Technical Writing	3
	Social Sciences	
GED	Social Sciences	6
SS	SA/SB453 Principles of Economics I	3
SS	SA/SB454 Principles of Economics II	3
SS	SA455 History of the United States I	3
SS	SA456 History of the United States II	3
SS	SA457 History of Civilization I	3
SS	SA458 History of Civilization II	3
SS	SA459 Modern European History I	3
SS	SA460 Modern European History II	3
SS	SB460 European History (since 1914)	3
SS	SA462 History of the American Negro	3
SS	SA463 Russian History I	3
SS	SA464 Russian History II	3
SS	SA465 Latin American History I	3
SS	SA466 Latin American History II	3
SS	SA467 History of Modern East Asia	3
SS	SA468 History of Southeast Asia	3
SS	SA469 History of the Middle East	3
SS	SA471 History of Africa	3
SS	SA472 Problems of Contemporary Latin America	3
SS	SA475 American Government I	3
SS	SA476 American Government II	3
SS	SA479 International Relations	3
SS	SA481 Modern European Governments	3
SS	SA482 Modern Asian Governments	2
SS	SA485 General Psychology	3
SS	SA488 Psychology of Personality and Adjustment	3
SS	SA491 Educational Psychology	3
SS	SA494 General Anthropology	3
SS	SA495 Introductory Sociology	3
SS	SA496 Sociology (Social problems)	3
SS	SA498 Criminology	3
SS	SB498 Criminology	3
SS	SA521 College Geography I (Physical)	3
SS	SA522 College Geography II (Cultural)	3
SS	SA523 Elements of Geography	3
	Natural Sciences-Mathematics	
GED	Natural Sciences	6
SS	SA424 Intermediate College Algebra	3
SS	SA425 College Algebra	3
SS	SB425 College Algebra (Modern)	3
SS	SA430 Analytical Geometry	3
SS	SA/SB433 Basic Statistics	3
SS	SA435 Plane Trigonometry	2
SS	SA440 Calculus I	4
SS	SA441 Calculus II	4
SS	SA442 Analytical Geometry and Calculus I	4
SS	SA443 Analytical Geometry and Calculus II	4
SS	SA444 Analytical Geometry and Calculus III	4
SS	SA445 Differential Equations	3
SS	SA446 Linear Algebra	3
SS	SA/SB500 Astronomy	3
SS	SA/SB503 College Biology I	3

---

*All USAFI examinations listed were administered prior to June 1974. See pages 50-51 for those Subject Standardized Tests currently available through DANTES.

TYPE	AREA AND TITLE	CREDITS
SS	SA/SB506 College Biology II	3
SS	SA509 General Geophysics	3
SS	SA510 Oceanography	3
SS	SA512 Survey of Physical Science I	3
SS	SA513 Survey of Physical Science II	3
SS	SA514 College Chemistry I	3
SS	SA515 College Chemistry II	3
SS	*SA/SB517 College Physics I*	3
SS	SA/SB518 College Physics II	3
SS	SA519 Geology I	3
SS	SA520 Geology II	3
	Electives	
SS	SA407 Introduction to Law Enforcement	3
SS	SA507 Hygiene (Healthful living)	3
SS	SA525 Principles of Accounting I	3
SS	SA526 Principles of Accounting II	3
SS	SA527 Intermediate Accounting	6
SS	SA/SB533 Business Law I	3
SS	SA534 Business Law II	3
SS	SA535 Introduction to Data Processing	2
SS	SA539 Principles of Management	3
SS	SA/SB543 Introduction to Business	3
SS	SA544 Personnel Management	3
SS	SA545 Office Management	3
SS	SA546 Risk and Insurance	3
SS	SA547 Introduction to Real Estate	3

TYPE	AREA AND TITLE	CREDITS
SS	SA548 Money and Banking	3
SS	SA549 Marketing	3
SS	SA560 Introduction to Education	3
SS	SA568 Introduction to Forestry	3
SS	SA700 General Aeronautics	3
SS	SA710 Jet Aircraft Engines	2
SS	SA756 Introduction to Carpentry	3
SS	SA769 Introduction to Mechanical Drawing I	3
SS	*SA770 Introduction to Mechanical* Drawing II	3
SS	SA788 Introduction to Electronics I	3
SS	SA789 Introduction to Electronics II	3
SS	SA794 Introduction to Diesel Engines I	3
SS	SA795 Introduction to Diesel Engines II	3
SS	SA810 Technical Mathematics I	3
SS	SA811 Technical Mathematics II	3
SS	SA885 Fundamentals of Radio	3
SS	SA887 Intermediate Radio	3
SS	SA890 Radio Servicing	6
SS	SA891 Television Servicing	6
SS	SA893 Introduction to Television	3
SS	SA894 Introduction to Television II	3
SS	SA936 Introduction to Refrigeration	3
SS	SA960 Introduction to Quality Control	3

Appropriate *End-of-Course Tests* and *Subject Examinations* administered by DANTES or USAFI can be used to satisfy the requirements of the Associate in Arts or Associate in Science Regents External Degree. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, one should use the list of Subject Standardized Examinations presented earlier as a guide in classifying the End-of-Course and Subject Examinations in the subject matter areas of humanities, social sciences, natural sciences-mathematics, and electives. Credits are allowed for these examinations in accordance with the recommendations established by the American Council on Education.

SAMPLE

REGENTS EXTERNAL DEGREE STATUS REPORT

ASSOCIATE IN ARTS

TITLE	CREDIT DISTRIBUTION				
	Grade	Humanities	Social Sciences	Natural Sciences Mathematics	Electives
1971 NEW YORK COLLEGE PROFICIENCY EXAMINATIONS					
Freshman English	A	6			
European History	B		6		
1970 COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)					
Humanities (77%)	P	6			
1969-70 UNIVERSITY OF N.					
General Biology I	C			4	
General Chemistry I	C			4	
Modern Mathematics	B			3	
Introduction to Accounting	C				3
1967 MILITARY SERVICE SCHOOL COURSES					
Hospital Corpsman, Class A	P				
Elementary Anatomy & Physiology				3	
Hygiene					2
1967 USAFI SUBJECT STANDARDIZED TESTS					
Introduction to Business (77)	P				3
Evaluation No. 1 Jane Doe Total Hours	40	12	6	14	8
Evaluation No. 2 Total Hours					
Evaluation No. 3 Total Hours					
Evaluation No. 4 Total Hours					
Evaluation No. 5 Total Hours					
Evaluation No. 6 Total Hours					

Grade Point Average

Evaluation No. 1			Evaluation No.			Evaluation No.			Evaluation No.		
6	A	24		A			A			A	
9	B	27		B			B			B	
11	C	22		C			C			C	
0	D	0		D			D			D	
26		73									
Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points
Grade Pt. Avg. 2.80			Grade Pt. Avg.			Grade Pt. Avg.			Grade Pt. Avg.		

Transcript Evaluator Jane Doe
Program Advisor John Doe

SAMPLE STATUS REPORT
prepared for a candidate for the
ASSOCIATE IN ARTS REGENTS EXTERNAL DEGREE
(Sample Status Report for the Associate in Science Regents External Degree
is given on page 77.)

This sample A.A. Status Report has been prepared for an individual who submitted transcripts for evaluation from three testing agencies (New York College Proficiency Examination Program, College-Level Examination Program, United States Armed Forces Institute), one college (University of M.), and one military service school. The amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the 6 semester hours for the New York College Proficiency Examination, "Freshman English," are classified under the humanities area of the distribution requirement. The college-level content of the military service school, Hospital Corpsman, Class A, has been evaluated by the Office on Educational Credit as being equal to 3 semester hours in elementary anatomy and physiology (Natural Sciences-Mathematics) and 2 semester hours in hygiene (Electives).

The total number of semester hours earned in each area of the distribution requirements, as well as those of the elective area, are recorded on the Status Report. Adding the totals of the three areas of the distribution requirement determines that the candidate has completed a total of 32 semester hours toward the 48 semester-hour distribution requirement. This means that the candidate must complete an additional 16 semester hours to satisfy the total 48 semester-hour distribution requirement.

It is important to realize that, according to the degree requirements, the 48 semester hours of the distribution requirement must be distributed as follows: a minimum of 9 semester hours must be earned in any one of the three areas (1) humanities, (2) social sciences including history, and (3) natural sciences-mathematics, with a minimum of 12 semester hours in each of the remaining two areas. The sample Status Report indicates that 12 semester hours have been earned in two areas of study (humanities and natural sciences-mathematics). However, only 6 semester hours have been earned in the social sciences area. As a result, a minimum of 3 semester hours of the additional 16 semester hours the candidate must complete in order to satisfy the total 48-hour distribution requirement must be earned in the social sciences area. The remaining 13 semester hours can be earned in any one of the three areas of the distribution requirement or they may be distributed among the three areas.

Since the candidate has also earned 8 hours of elective credit, when he or she completes the 48 semester hours of the distribution requirement, a total of 56 semester hours will have been completed. Since a total of 60 semester hours is needed to complete the Associate in Arts degree, 4 additional semester hours will be required. These additional hours can be earned in any area, after the distribution requirement has been satisfied.

Only credits with letter grades are figured into the grade point average. In this example, Evaluation No. 1 shows that only 26 of the 40 credits earned carried letter grades, giving the candidate a grade point average of 2.80.

As additional work is presented toward meeting the degree requirements, the grade results will be recorded on an updated version of the Status Report, indicating the cumulative record of the candidate.

At the bottom of the actual Status Report are listed the names of the Transcript Evaluator and Program Advisor. Questions regarding the candidate's program may be directed to either. In general, Transcript Evaluators will respond to queries about Status Reports and the status of the candidate's records on file in the registrar's office; Program Advisors will answer questions regarding the planning of a program to fulfill degree requirements.

SAMPLE
REGENTS EXTERNAL DEGREE STATUS REPORT
ASSOCIATE IN SCIENCE

TITLE	CREDIT DISTRIBUTION				
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1973: NY COLLEGE PROFICIENCY EXAMINATIONS					
Freshman English	C	[illegible]			
European History	B		[illegible]		
1978: COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)					
Humanities (CLEP)	Pass	[illegible]			
[illegible]: UNIVERSITY OF [illegible]					
Business Law I	C				[illegible]
Fundamentals of [illegible]	C				[illegible]
[illegible] Mathematics	B			[illegible]	
Introduction to Accounting	C				[illegible]
[illegible]: MILITARY SERVICE SCHOOL COURSE					
Hospital Corpsman, Class A	Pass				
Elementary Anatomy & Physiology				[illegible]	
Systems					[illegible]
[illegible]: [illegible] SUBJECT STANDARDIZED TESTS					
Introduction to Business ([illegible])	Pass				[illegible]
Evaluation No. 1 [illegible] Total Hours	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Evaluation No. 2 Total Hours					
Evaluation No. 3 Total Hours					
Evaluation No. 4 Total Hours					
Evaluation No. 5 Total Hours					
Evaluation No. 6 Total Hours					

Grade Point Average

Evaluation No. 1			Evaluation No.			Evaluation No.			Evaluation No.		
[illegible]	A	[illegible]		A			A			A	
[illegible]	B	[illegible]		B			B			B	
[illegible]	C	[illegible]		C			C			C	
[illegible]	D	[illegible]		D			D			D	
[illegible]		[illegible]									
Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points
Grade Pt. Avg. [illegible]			Grade Pt. Avg.			Grade Pt. Avg.			Grade Pt. Avg.		

Transcript Evaluated: [illegible]
Program Advisor: [illegible]

SAMPLE STATUS REPORT
prepared for a candidate for the
ASSOCIATE IN SCIENCE REGENTS EXTERNAL DEGREE
(Sample Status Report for the Associate in Arts External Degree is given on page 78.)

This sample A.S. Status Report has been prepared for an individual who submitted transcripts for evaluation from three testing agencies (New York College Proficiency Examination Program, College-Level Examination Program, United States Armed Forces Institute), one college (University of Md.), and one military service school. The amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the 6 semester hours for the New York College Proficiency Examination, "Freshman English," are classified under the humanities area of the distribution requirement. The college-level content of the military service school, Hospital Corpsman, Class A, has been evaluated by the Office on Educational Credit as being equal to 3 semester hours in elementary anatomy and physiology (Natural Sciences-Mathematics) and 2 semester hours in hygiene (Electives).

The total number of hours earned in each area of the distribution requirements, as well as those of the elective area, are recorded on the Status Report. Adding the totals of the three areas of the distribution requirement determines that the candidate has completed a total of 22 semester hours toward the 30 semester-hour distribution requirement. This means that the candidate must complete an additional 8 semester hours to satisfy the total 30 semester-hour distribution requirement.

It is important to realize that, according to the degree requirements, the 30 semester hours of the distribution requirement must be distributed as follows: a minimum of 9 semester hours must be earned in any one of the three areas: (1) humanities, (2) social sciences including history, and (3) natural sciences-mathematics, with a minimum of 6 semester hours in each of the remaining two areas. The sample Status Report indicates that 12 semester hours have been earned in one area of study (humanities) while 5 semester hours have been earned in each of the other two areas (social sciences and natural sciences-mathematics). Consequently, the candidate must complete an additional 2 semester hours of credit in either the social sciences or natural sciences-mathematics area to satisfy the minimum distribution requirement. The remaining 6 semester hours can be earned in any one of the three areas of the distribution requirement or they may be distributed among the three areas.

Since the candidate has also earned 16 hours of elective credit, when he or she completes the 30 semester hours of the distribution requirement, a total of 46 semester hours will have been completed. Since a total of 60 semester hours is needed to complete the Associate in Science degree, 14 additional semester hours will be required. These additional hours can be earned in any area, after the distribution requirement has been satisfied.

Only credits with letter grades are figured into the grade point average. In this example, Evaluation No. 1 shows that only 28 of the 60 credits earned carried letter grades, giving the candidate a grade point average of 3.00.

As additional work is presented toward meeting the degree requirements, the grade results will be recorded on an updated version of the Status Report, indicating the cumulative record of the candidate.

At the bottom of the actual Status Report are listed the names of the Transcript Evaluator and Program Advisor. Questions regarding the candidate's program may be directed to either. In general, Transcript Evaluators will respond to queries about Status Reports and the status of the candidate's records on file in the registrar's office. Program Advisors will answer questions regarding the planning of a program to fulfill degree requirements.

REGENTS EXTERNAL DEGREE COMMITTEE ON ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREES

Milton G. Bassin, *York College of The City University of New York*
Peter Blomerley, *Broome Community College*
George W. Brush, *Academy of Aeronautics*
Wattie Cook, *Malcolm-King: Harlem College Extension*
Donald A. Eldridge, *Bennett College (ret.)*
Leon W. Goldstein, *Kingsborough Community College*
Richard F. Gregg, *Sullivan County Community College*
Robert B. [illegible], *Nassau Community College*
Robert J. Kopecek, *State University College at Utica/Rome*
Robert J. [illegible], *Ulster County Community College*
James E. McVean, *Jefferson Community College*
James [illegible], *State University of New York Agricultural and Technical College at Farmingdale*
Aaron W. Warner, *Columbia University*
[illegible] Whitmore, *Erie Community College*

REGENTS EXTERNAL DEGREES IN NURSING

The Regents External Degree Program in Nursing offers two associate degrees in nursing and the Bachelor of Science (nursing) Degree. The philosophy and objectives of the Regents External Degrees in nursing are at the beginnings of the associate and baccalaureate sections which follow. These sections also provide program information, general education component and nursing component requirements, and a list of approved examinations for the Associate in Applied Science (nursing), the Associate in Science (nursing), and the Bachelor of Science (nursing).

The candidate should carefully read Parts I, III, and IV of this catalog. Part I contains general information on Regents External Degrees, including approaches to earning credit. Part III guides the candidate in the application and preparation for the examinations. Content descriptions for all the College Proficiency and Regents External Degree Examinations, including those in nursing, are found in Part IV of this catalog.

The Regents External Associate Degrees in nursing have been accredited by the National League for Nursing. Full accreditation for the Regents External Bachelor of Science (nursing) Degree will be sought in 1979 from both the New York State Education Department's Nursing Unit and the National League for Nursing when the first group of candidates is expected to graduate.

The Regents External Degree Program encourages candidates to use the study guides available on request from the Program office to prepare for examinations related to the program. Candidates are also urged to communicate with their faculty Program Advisor in Albany named at the bottom of the Status Report or with a nearby volunteer nursing degree advisor (See the section on "Candidate Counseling" in the "General Information" portion of this catalog.) for assistance in completing External Degree Program requirements. The Program does not discourage, nor does it endorse, the use of any particular publication, study group, or organization (other than accredited collegiate institutions) purporting to prepare candidates for a degree. Before making a financial commitment, the candidate should verify the kind and quality of the service offered.

REGENTS EXTERNAL ASSOCIATE DEGREE IN NURSING
STATEMENT OF PHILOSOPHY AND OBJECTIVES

Philosophy

The philosophy of the Regents External Degree Program in nursing is reflected in the faculty's beliefs about paraprofessional and professional nursing education, within the context of nontraditional higher education and nursing in general.

Beliefs about Education

Education and learning take place in nontraditional as well as conventional or formal academic settings. What an individual has learned and is able to perform is deemed more relevant than when, where, and how that learning occurred, as long as the competencies satisfy the characteristics of the specified degree. A person who has learned through a combination of structured or unstructured approaches, life experiences, self-directed study, group or individual tutoring, or by any other means should have the opportunity to demonstrate that achievement and, when successful, to receive the appropriate academic credentials. The Regents External Degree Program rests on the fundamental belief that an individual has the right to use alternative learning approaches and to demonstrate ability, however acquired, to meet standards comparable to those required by the conventional academic system.

An assessment program which requires the demonstration of appropriate cognitive and performance competencies provides a valid and sufficient estimate of learning outcomes, even though it is administered separately from the on-campus academic system. A series of well-developed standardized examinations can be used with confidence to document the theory and practice areas equivalent to that expected in conventional programs. Furthermore, individuals who satisfactorily complete such a prescribed assessment program are entitled to the recognition and opportunities generally granted to those who have used more traditional patterns of education.

Beliefs about Nursing

The practice of nursing is concerned with assisting individuals, groups of people, and communities with promoting and restoring health to the optimal level attainable. Within the broad scope of nursing there exists the potential for using nurses at both technical and professional levels of responsibility.

Nurses function within the framework of an extremely changing health care delivery system which is moving toward a greater reliance on the interdependent functions of all health professions, characterized by increasing specialization in the health field. Within this system, the nurse is the patient's advocate in coordinating and utilizing the resources of multiple health service agencies, and in helping to plan and obtain health care where needed.

The roles of the nurse are undergoing and will continue to undergo change requiring constant evaluation of the need for new skills and new responsibilities. In order to meet these changing and increasing responsibilities, it is imperative that nurses arrive at decisions on the basis of critical thinking, utilizing the best knowledge available, including that which is developed through research. This requires that nurses exercise an individual responsibility to continue to learn and to update the information base essential for the knowledge-oriented practice of nursing.

Beliefs about the Practice of Technical Nursing

The technical level of nursing is differentiated primarily by the predictability of nursing outcomes that characterize the settings in which nursing technicians are prepared to function. Such settings are characterized by the occurrence of common recurring health problems or the potential within the community for developing common recurring health problems.

The notion of reasonable predictability is based on existing medical knowledge, empirical evidence, and on research findings. In fact, as research findings are completed and become more readily available, the degree of predictability of nursing outcomes will increase and will permit the associate degree nurse to function in constantly expanding areas. Within this scheme, nursing technicians understand their responsibility to, and relationship with, other health workers who, in turn, have concomitant responsibilities to them.

Objectives of the Associate Degree Nursing Programs

At the conclusion of the associate nursing program, the candidate will have demonstrated:

1. A knowledge of the value systems that place an individual within his or her culture, which emerges from an understanding of the natural and social sciences and the humanities.
2. A knowledge of the range of the health continuum and recognition of variation within this continuum.
3. A knowledge of the common patterns of health deviations.
4. A knowledge of the interrelationship of the psychological, social, and physical development of the individual.
5. An understanding of the commonalities in nursing care required by all patients.
6. An understanding of the differences in nursing care which result from specific health problems and/or individual differences.
7. The ability to use knowledge in the process of direct nursing care of people.
8. The ability to communicate on the behalf of patients.
9. The ability to apply the principles of assessment and planning as a part of the nursing process.
10. The ability to use manipulative skills in meeting common recurring needs of patients and those needs caused by their individual health problems.
11. The ability to evaluate his or her ongoing nursing as part of the nursing process.
12. An understanding of the role and functions of the Associate Degree Nurse.

PROGRAM INFORMATION

The Regents External associate degrees in nursing consist of two components: a general education component and a nursing component. Candidates who satisfy the requirements for both components will be awarded an Associate in Applied Science (nursing) Degree or an Associate in Science (nursing) Degree by the Regents of The University of the State of New York.

Graduates will be eligible to take the registered nurse licensure examinations in New York State. Candidates who wish to take the registered nurse license examinations in states other than New York should contact licensing authorities in those states to determine their eligibility.

Most people working toward an associate degree in nursing have a background in nursing or other areas of health care. Many are LPN's (LVN's), RN's (graduates of hospital diploma schools), corpsmen, nursing attendants, aides, or people who have an allied health background. Such experience is extremely helpful; however, there are no enrollment prerequisites such as previous work or educational experience or residence.

The Regents External Degree Nursing Program is registered by the State Education Department as an assessment program; therefore it does not offer or sponsor any instructional program or course of study. Study guides for all examinations are available on request to help in independent study or review, and appropriate courses taken at regionally accredited institutions may be applied toward meeting degree requirements.

Candidates enrolling in an associate degree in nursing should become familiar with the important information included in the section of this catalog entitled "General Information."

ACCREDITATION

The Regents External Associate Degree Programs in nursing are fully registered with the State Education Department, The University of the State of New York. In addition, the programs were fully accredited by the National League for Nursing in June 1975.

COMPARISON OF THE TWO ASSOCIATE DEGREES IN NURSING

The Regents External Degree Program offers two associate degrees in nursing: an Associate in Applied Science (nursing) (A.A.S.) and an Associate in Science (nursing) (A.S.). The nursing component requirements are identical for the two degrees; the difference is found in the requirements for the general education component.

The decision as to which degree the candidate should pursue should be based on the individual's choice of study in the arts and sciences and future educational plans. Candidates with specific educational or employment plans may find it helpful to contact those institutions to which they seek admission to determine which of the two degree programs would be most appropriate. The A.A.S. degree allows more flexibility in electives. Those who plan to conthose working toward a bachelor's degree might find an A.S. in nursing more to their advantage because they will have completed more of the liberal arts and science credits they will ultimately need for a bachelor's degree. However, the advantages of each degree will vary with the candidate's circumstances and plans for future education.

Candidates must decide at the time of enrollment which degree they plan to pursue, but may change degree programs after enrolling.

The general-education requirements for both the Associate in Applied Science (A.A.S.) (nursing) and the Associate in Science (A.S.) (nursing) can be met by the means described in the "Degree Requirements" section that follows, including college courses or proficiency examinations. The Associate in Applied Science degree is based on the number of courses or examinations satisfactorily completed, as indicated below, and allows considerable flexibility in the elective category. However, the Associate in Science degree will be awarded only when 30 or more credits are earned in the arts and sciences distributed, as indicated below, in addition to the nursing requirements.

The following chart compares the most important features of the general education components of the two degrees.

GENERAL EDUCATION

Comparison of the Two Associate Degrees in Nursing

(The requirements for both degrees can be met by college courses and/or proficiency examinations.)

Associate in Applied Science (A.A.S.)

Total	10 one-semester college courses* or 5 proficiency examinations in the liberal arts and sciences and/or electives
Distribution Requirement:	
Humanities	2 one-semester courses or 1 proficiency examination
Social Sciences	2 one-semester courses or 1 proficiency examination
Natural Sciences-Mathematics	2 one-semester courses or 1 proficiency examination
Electives	The remaining 4 courses or 2 proficiency examinations can be in either the liberal arts and sciences or in electives (such as health, accounting, etc.)

*or 15 quarter courses

Associate in Science (A.S.)

Total	30 semester-hour credits in the liberal arts and sciences (humanities, social sciences, natural sciences-mathematics)
Distribution Requirement:	
Humanities	6 semester-hour credits
Social Sciences	6 semester-hour credits
Natural Sciences-Mathematics	6 semester-hour credits
Liberal Arts Electives	All of the remaining 12 semester-hour credits must also be in the liberal arts and sciences (humanities, social sciences, natural sciences-mathematics)

DEGREE REQUIREMENTS — THE ASSOCIATE DEGREES IN NURSING

The General Education Component

The objective of the general education component is to ensure that degree recipients have a basic college-level competence in the humanities, social sciences, and natural sciences-mathematics. Candidates should guard against duplicating subject matter covered in various courses and examinations. The Regents External Degree registrar will answer candidates' questions on possible duplication. For the general education component only, there is no time limit on courses or examinations submitted for credit. It does not matter when these credits were earned as long as official transcripts are available. Only general education courses or examinations in which a grade of D or better was achieved can be used to satisfy a requirement. A minimum overall average of C or 2.0 is required for completion of the associate in nursing degrees.

Requirements

The Associate in Applied Science (nursing) (A.A.S.) (Please note: These requirements differ from those specified for the Associate in Science (nursing) degree.)

To meet the General Education Component requirements of the A.A.S. degree a candidate may use passing grades in *10 college courses* (each one semester in length, or 15 quarter-length courses) or satisfactory scores on five proficiency examinations distributed in the following manner:

a. A minimum of two semester courses (three quarter courses) or at least one proficiency examination in the area of *humanities*
b. A minimum of two semester courses (three quarter courses) or at least one proficiency examination in the area of *social sciences*
c. A minimum of two semester courses (three quarter courses) or at least one proficiency examination in the area of *natural sciences-mathematics*
d. The remaining four semester courses (six quarter courses) or at least two proficiency examinations are *electives* and may be in *any* college subject, except nursing, including humanities, social sciences, natural sciences-mathematics, and others, such as business, health, applied courses, etc.

The Associate in Science (nursing) (A.S.) (Please note: These requirements differ from those specified for the Associate in Applied Science (nursing) degree.)

To meet the General Education Component requirements of the A.S. degree a candidate must have *30 semester hours of credits*, all of which are in the *Liberal Arts and Sciences*, distributed in the following manner:

a. A minimum of 6 credits in humanities
b. A minimum of 6 credits in social sciences
c. A minimum of 6 credits in natural sciences-mathematics
d. The remaining 12 credits also must be in one or more of these arts and science areas.

Methods for Satisfying General Education Component Requirements

The General Education requirements for both the A.A.S. (nursing) and A.S. (nursing) can be satisfied by using:

1. Possession of a previously earned degree (Associate in Arts or baccalaureate degree)
2. College courses from regionally accredited colleges
3. Recognized proficiency examinations, including those offered through DANTES or USAFI
4. Approved military service school courses and military occupational specialties (MOS's)
5. Special Assessment
6. Evaluated noncollegiate educational programs
7. FAA Airman Certificates (A.A.S. only)
8. Combination of the above approaches

Candidates may meet General Education Component requirements by any one, or a combination, of the above methods as long as proper distribution and grade point average requirements are satisfied. It is important for degree candidates to guard against duplication of credit. (See explanation in "General Information" section of this catalog.)

1. Possession of a Previously Earned Degree

The requirements of the General Education Component can be satisfied by submitting verification that an associate in arts degree or a baccalaureate degree was completed at an accredited institution of higher education. Other associate degrees (associate in science, associate in applied science, etc.) may or may not satisfy the requirements of the General Education Component, and must be evaluated individually. (See number 2, "College Courses," on page 67.)

2. College Courses

Transcripts — Only official transcripts from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the dates of attendance.

Grading Policies — There is no time limit on completion of a course for it to be considered for credit. Only those grades and courses that candidates desire to apply toward their degrees will be evaluated. Only those courses in which a grade of "D" or better was achieved can be used for purposes of satisfying degree requirements. However, grades of "D" must be balanced by "A" or "B" grades in order to achieve the necessary 2.0 or "C" average for graduation. For the Associate in Science (nursing) degree, the amount of semester hours of credit allowed for individual courses is determined by the amount of credit that appears on the transcript as granted by the institution at which the courses were completed. Credit hours earned at colleges on a quarter year must be multiplied by two-thirds in order to convert them to semester hours.

Meeting the Distribution Requirements — Those courses that can be classified as satisfying the distribution requirement in humanities, social sciences, or natural sciences-mathematics, will be recorded in the appropriate category. If a particular course cannot be identified as being related to one of these areas, it will be evaluated as elective credit.

Courses may satisfy the humanities requirement if they can be identified as being related to a field of study such as art, music, drama, theater, philosophy, classics, language, English, or literature. Courses may satisfy the social sciences requirement if they are related to such areas as anthropology, economics, history, political science, psychology, or sociology. Courses may satisfy the natural sciences-mathematics requirement if they are related to such fields as biology, chemistry, calculus, statistics, or geology. Courses in other areas such as management, engineering, and college-level vocational and technical subjects *can be used as free electives in the Associate in Applied Science (nursing) degree program; however, electives for the Associate in Science (nursing) degree must be selected from the liberal arts and sciences.* Physical education activity courses cannot be counted for credit. A sample list of the types of courses that can be classified in the subject matter area of humanities, social sciences, natural sciences-mathematics, and electives follows. It should be noted that this is a *sample* list which does not contain all courses that can qualify for credit in a particular area.

SAMPLE LIST OF TYPICAL COLLEGE COURSES CLASSIFIED ACCORDING TO SUBJECT MATTER AREA

Humanities

English Composition
American Literature
Elementary Latin
History of Art
Studio Art
Theater
Music Appreciation
Intermediate French
Philosophy
Religion

Social Sciences

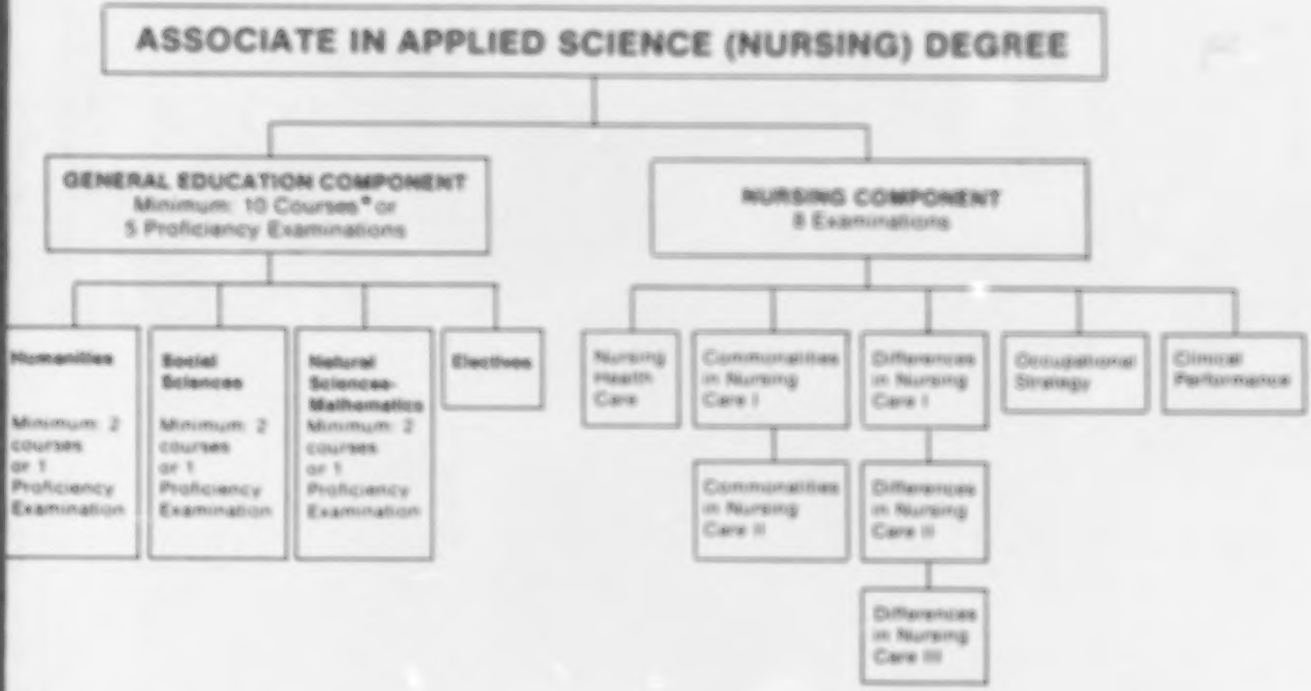
Geography
Introduction to Anthropology
Economics
Sociology
Psychology
American Government
Western Civilization
Educational Psychology
History

Natural Sciences-Mathematics

Anatomy and Physiology
Biology
Chemistry
Physics
Astronomy
College Mathematics
Introduction to Statistics

Electives (for A.A.S. (nursing) degree program only)

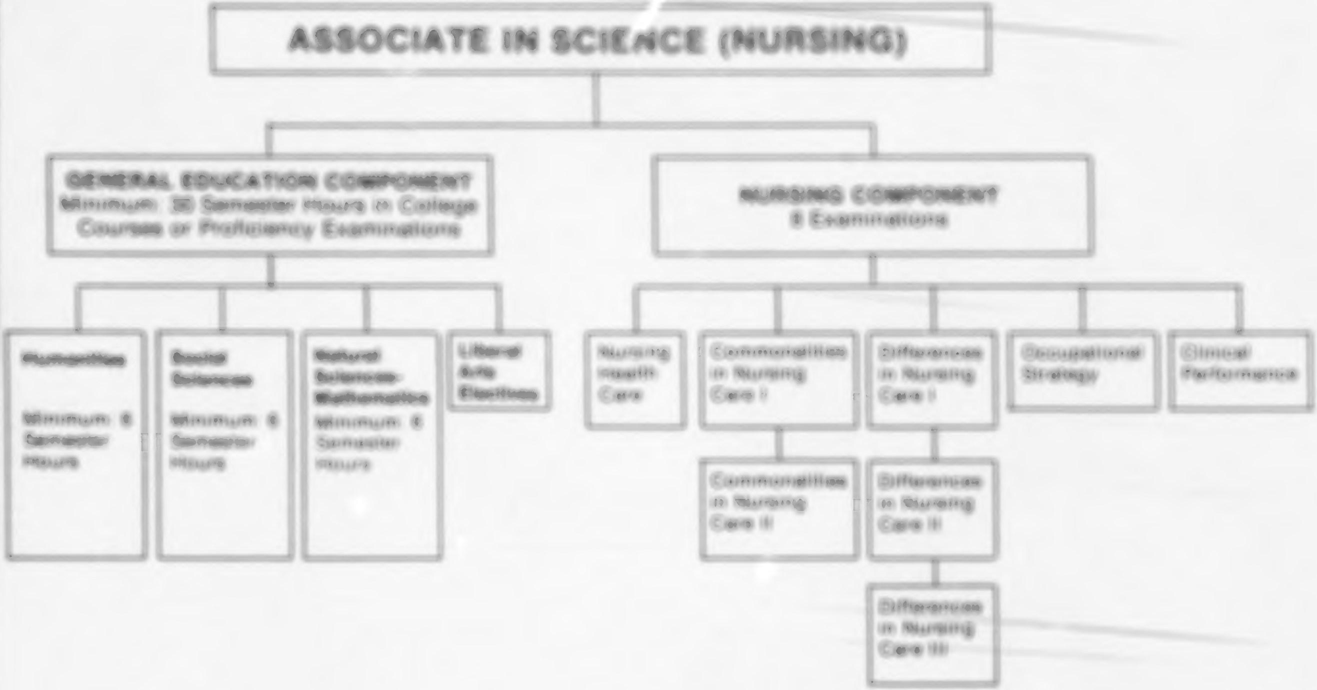
Building Construction
Health Education
Introduction to Accounting
Introduction to Business Administration
Mental Hygiene
Reading Comprehension



ASSOCIATE IN APPLIED SCIENCE (NURSING) DEGREE

- **GENERAL EDUCATION COMPONENT**
  Minimum: 10 Courses* or
  5 Proficiency Examinations
  - **Humanities**
    Minimum: 2 courses or 1 Proficiency Examination
  - **Social Sciences**
    Minimum: 2 courses or 1 Proficiency Examination
  - **Natural Sciences-Mathematics**
    Minimum: 2 courses or 1 Proficiency Examination
  - **Electives**
- **NURSING COMPONENT**
  8 Examinations
  - Nursing Health Care
  - Commonalities in Nursing Care I
    - Commonalities in Nursing Care II
  - Differences in Nursing Care I
    - Differences in Nursing Care II
      - Differences in Nursing Care III
  - Occupational Strategy
  - Clinical Performance

*10 one-semester courses or 15 one-quarter courses



ASSOCIATE IN SCIENCE (NURSING)

GENERAL EDUCATION COMPONENT
Minimum: 30 Semester Hours in College Courses or Proficiency Examinations

Humanities
Minimum: 6 Semester Hours

Social Sciences
Minimum: 6 Semester Hours

Natural Sciences-Mathematics
Minimum: 6 Semester Hours

Liberal Arts Electives

NURSING COMPONENT
8 Examinations

Nursing Health Care

Commonalities in Nursing Care I

Commonalities in Nursing Care II

Differences in Nursing Care I

Differences in Nursing Care II

Differences in Nursing Care III

Occupational Strategy

Clinical Performance

5. Proficiency Examinations

Transcripts — Only official transcripts from the following college-level testing agencies will be evaluated for credit by the Regents External Degree registrar:

- New York College Proficiency Examination Program (CPE)
- Regents External Degree Examination Program (REDE)
- College Board Advanced Placement (AP) Examination Program
- College-Level Examination Program (both single subject and general examinations) (CLEP)
- Defense Activity for Non-Traditional Education Support (DANTES) or United States Armed Forces Institute (USAFI)
- Graduate Record Examination (GRE) Advanced Tests
- Undergraduate Program (UP) Field Tests

Grading Policies — There is no time limit for completion of an examination for it to be considered for credit. Discontinued examinations will be evaluated for credit as long as official transcripts are available. Only those examinations with a grade of "D," "Pass," or minimum acceptable standard score as determined by the Regents' faculty committee will be accepted toward meeting the degree requirements. A complete listing of the minimum acceptable scores for all of the examinations offered [illegible] the recognized testing agencies can be found in the "General Information" section of this catalog.

Meeting Distribution Requirements — Existing examinations offered by the recognized testing agencies have been classified according to the distribution requirements in the humanities, social sciences, or natural sciences-mathematics. Those examinations that could not be identified as relating to one of these areas are classified as electives. A list of the examinations which can be used to satisfy the requirements for the associate degrees in nursing, including the amount of credit granted toward meeting the Associate Science (nursing) degree requirements, can be found in the degree description. As new examinations are developed they will be classified according to the distribution requirements in the humanities, social sciences, or natural sciences-mathematics categories. Examinations that cannot be identified as relating to one of these areas will be evaluated as elective credit.

It should be noted that the College-Level Examination Program General Examinations in English, Humanities, Natural Sciences, and Social Sciences-History are equivalent to the United States Armed Forces Institute (GED) College-Level Examinations in Expression, Literary Materials, Natural Sciences, and Social Sciences, respectively. The completion of both types of examinations in a particular subject matter is considered duplication of credit toward a Regents External Degree.

6. Military Service School Courses or Military Occupational Specialties (MOS's)

Credit may be earned toward the associate degrees in nursing by completing military service school courses and Military Occupational Specialties (MOS's) which contain college-level work and which have been evaluated by the Office on Educational Credit (formally the Commission on Accreditation of Service Experiences) of the American Council on Education. The actual credit recommendations provided by the Office on Educational Credit will determine the amount of academic credit to be granted toward the Associate in Science (nursing) degree, and to classify the courses according to the three areas of the distribution requirement, or as elective credit. For those courses that have been evaluated by the Office on Educational Credit but do not carry credit recommendations, no credit will be granted toward the associate degrees in nursing.

7. Special Assessment

Those individuals who have acquired college-level knowledge in a particular area, either through experience, independent study, or course work completed at unaccredited institutions of learning, and who wish to obtain credit for this knowledge other than by means of standard proficiency examinations, may select the Special Assessment approach to earning credit.

A Special Assessment of a candidate's college-level knowledge may take the form of an oral, written, or performance examination. Artistic or literary portfolios may also be considered. The assessment process is designed with the participation of the candidate and conducted by faculty specially impanelled by the Regents External Degree Program.

Individuals may apply credit earned through Special Assessment toward only general education requirements for the associate degree in nursing. The amount of credit that may be granted for each assessment will vary according to the learning experience being evaluated. Further information is provided in the "Approaches to Earning Credit" section of this catalog.

6. Evaluated Noncollegiate Educational Programs

Credit may be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions, police academies, and other agencies which have been evaluated by the New York State Education Department's Office on Noncollegiate Sponsored Instruction or by the American Council on Education (ACE) and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

7. F.A.A. Airman Certificates

Credits are awarded for certain Federal Aviation Administration (FAA) Airman (Pilot) Certificates, but may be used toward fulfillment of *only the elective requirements* of the Associate in Applied Science (nursing) Regents External Degree. Further information is found in the "Approaches to Earning Credit" section of this catalog.

8. Combination of the Above Approaches

Combinations of these approaches can be used to satisfy the distribution requirement (humanities, social sciences, natural sciences/mathematics, and electives). Enrolled candidates may receive assistance in combining these approaches from the registrar of the Regents External Degree Program.

The Nursing Component

The nursing component is identical for both the associate degrees in nursing. The objective of the nursing component is to ensure that degree recipients possess knowledge and technical nursing skills comparable to those of graduates from conventional associate degree nursing programs. The candidate must demonstrate knowledge in four basic academic areas: health, commonalities in nursing care, differences in nursing care, and occupational strategy. The content of these nursing areas as a whole corresponds to the content typically included in the curriculum of associate degree nursing programs at accredited 2-year colleges. However, the content in the four academic areas represents a unique organization of nursing content at the associate degree level and may not reflect the present curriculum design or structure of specific courses offered in any particular college curriculum.

In addition to the four academic areas, the successful completion of a Clinical Performance Examination will be required of all candidates. Since performance in the clinical setting is an integral part of every nursing curriculum, candidates will be required to demonstrate competence in executing technical nursing skills and judgment in the areas of planning, implementing, and evaluating nursing care. Although the performance area does not correspond to that required in a particular course in a standard nursing curriculum, it does reflect the performance of technical nursing skills expected of graduates from associate degree programs.

A general description of the five nursing areas follows:

1. *Health* — basic concepts in health, interrelatedness of the psychosocial and cultural factors which affect health, health continuum, and the health care delivery system.
2. *Commonalities in nursing care* — basic concepts in nursing, common recurring nursing problems, and nursing care common to all people.
3. *Differences in nursing care* — common and specific manifestations of major health problems — differences in nursing care resulting from acute and long-term health problems occurring during the life cycle from birth through senescence.
4. *Occupational strategy* — role and function of the technical nurse, legal aspects, health and nursing team, and nursing organizations.
5. *The Clinical Performance in Nursing Examination* — involves both real patient care situations and simulated nursing laboratory situations in an actual hospital setting over a period of 2½ days.

The candidate is required to administer comprehensive nursing care to a number of patients, one at a time. For each patient care situation, the candidate is observed and graded on the entire nursing process, including planning, implementation, and evaluation for both children and adult patient care situations. For each patient care situation the candidate is closely observed by a prepared nurse-evaluator, who uses specific criteria to determine whether or not the nursing care is satisfactory.

Details pertaining to both the procedures and the content of the Clinical Performance Exam in Nursing and the criteria for success are outlined in the Clinical Performance in Nursing Study Guide which may be obtained on request by enrolled candidates.

Satisfying Nursing Component Requirements

Candidates may satisfy area requirements in the nursing component by means of recognized proficiency examinations or by meeting these requirements through college courses from regionally accredited colleges or universities which have recognized or accredited nursing programs. *The clinical performance requirements may be satisfied only by successful completion of the Regents External Degree Clinical Performance Examination.*

Below is an outline of how recognized examinations and college courses may be used in meeting degree requirements of the nursing component.

Examinations

The four academic areas and the clinical performance requirements of the nursing component may be satisfied by passing the following Regents External Degree Examinations:

1. Nursing Health Care
2. Commonalities in Nursing Care — Area I
3. Commonalities in Nursing Care — Area II
4. Differences in Nursing Care — Area I
5. Differences in Nursing Care — Area II
6. Differences in Nursing Care — Area III
7. Occupational Strategy
8. Clinical Performance Examination

The 7 written examinations can be taken in any order. However, to be eligible for the Clinical Performance Examination, candidates must have successfully completed all 7 written nursing examinations or have them waived by acceptable nursing college course work. The general education requirements can be satisfied in any sequence, before, after, or during completion of the nursing component requirements.

Study guides for all these examinations are available on request. Detailed content outlines of these examinations are found in Part IV of this catalog.

Guidelines for Requesting Waivers of Regents External Degree Nursing Examinations

Under certain conditions, transcripts containing traditional college courses, military service school courses, or military occupational specialties (MOS's) can be submitted for purposes of requesting a waiver of a Regents External Degree nursing examination. It is important to note that any college or military course work submitted for waiver:

- Must have been accomplished within 10 years of the date of enrollment in the Regents External Degree Program.
- Must cover all the topics included in the examination developed to measure achievement in that area.
- Must carry a grade of C or better.
- Must be from an accredited institution of higher education or an approved military service school program. College or university level nursing courses from fully recognized foreign institutions of higher education can also be submitted for evaluation.

Because of variety of content in these programs, courses from diploma schools or hospital nursing courses completed in either this country or another cannot receive credit. However, the candidate may obtain credit by passing the Regents External Degree Examinations in Nursing.

College Courses — The following guidelines are provided to assist the candidate in determining types of courses which can be submitted for purposes of requesting a waiver of a Regents External Degree nursing examination. A nursing examination will be waived only if the completed courses cover *all* the topics included in the examination developed to measure achievement in that area. Since the content for a specific course can vary from college to college, a blanket statement concerning the waiving of an examination for a course with a particular title cannot be made. Instead, an examination will be waived only after an evaluation of the description and/or outline of a course is made, and the nursing degree Faculty Transcript Evaluation Committee is certain that all topics have been covered.

The course titles listed on pages 73-78 are provided only as examples. It cannot be assumed that all courses with such titles will satisfy a nursing component requirement.

The following guidelines are organized by nursing component requirement. The titles for the courses which could be utilized to waive an examination are listed under the requirement to which they apply. In some cases, a comprehensive course or combination of courses could be used to waive more than one examination. Examples of these types of courses are also provided.

Candidates should remember that college courses must have been completed with a grade of C or better within ten years of enrollment in the Regents External Associate Degree nursing program, and must cover all the topics included on the examinations developed to measure achievement in that area. It is not possible for a candidate to waive the Clinical Performance in Nursing examination.

I. *Commonalities in Nursing Care — Area I*
Depending upon content, the completion of a minimum of 3 to 6 semester hours in any one of the following courses:
   - A. Fundamentals of Nursing
   - B. Introduction to Nursing
   - C. Physical-Mental Illness (first semester course)
   - D. Nursing of Adults (first semester course)
   - E. Clinical Science in Nursing (first semester course)

In order for any course(s) to qualify for waiving the Commonalities in Nursing Care — Area I Examination, it must include all of the following common or recurring areas of nursing care: The Comfort, Rest, and Activity of Man; Nutrition; Elimination; Care of Skin and Mucous Membranes.

II. *Commonalities in Nursing Care — Area II*
Depending upon content, the completion of any one of the following courses:
   - A. Fundamentals of Nursing (Minimum of a 7 to 9 semester hour course from a baccalaureate program which satisfies both Commonalities I and II);
   - B. Introduction to Nursing (Minimum of a 9 semester hour course from either an associate degree or baccalaureate program);
   - C. Physical-Mental Illness (first or second semester course);
   - D. Nursing of Adults (first or second semester course);
   - E. Clinical Science in Nursing (first or second semester course).

In order for any course(s) to qualify for waiving the Commonalities in Nursing Care — Area II Examination, it must include all of the following common or recurring areas of nursing care: Fluid-Electrolyte Balance; Asepsis; Communication and Interpersonal Relations; Safe Environment; Oxygenation.

III. *Commonalities in Nursing Care — Area I and II can both be satisfied, depending upon course content, by completing:*
Minimum of a 6 to 7 semester hour course in Fundamentals of Nursing at the baccalaureate level;
OR
Minimum of 11 to 12 semester hours from any of the following:
   - A. Introduction to Nursing
   - B. Physical-Mental Illness
   - C. Nursing of Adults
   - D. Clinical Science in Nursing

All course work under Commonalities in Nursing Care — Area I and II must be completed in these courses in order to be [illegible] to waive both Area I and II Examinations.

IV. *Differences in Nursing Care — Area I*
Depending upon content, the completion of the following combination of courses:
   - A. Maternal-Child Health (Maternity, Peds, [illegible])
   - B. Any one of the following or comparable courses:
     - 1. Medical-Surgical Nursing
     - 2. Nursing of Adults
     - 3. Physical-Mental Illness
     - 4. Clinical Science in Nursing

To have the Differences in Nursing Care — Area I Examination waived, the courses must include nursing content specifically related to the different diseases and/or health care problems of both children and adults which the technical nurse may expect to encounter in clinical situations. The course must specifically focus on oxygenation and cell growth.

V. *Differences in Nursing Care — Area II*
Depending upon content, the completion of the following combination of courses:
   - A. Psychiatric Nursing-Mental Health ([illegible])
   - B. Any one of the following or comparable courses:
     - 1. Medical-Surgical Nursing
     - 2. Nursing of Adults
     - 3. Physical-Mental Illness
     - 4. Clinical Science in Nursing

To have the Differences in Nursing Care — Area II Examination waived, the courses must include nursing content specifically related to the different diseases and/or health care problems of both children and adults which the technical nurse may expect to encounter in clinical situations. The courses must specifically focus on Behavioral Responses and Alterations in Body Secretions.

VI. *Differences in Nursing Care — Area III*
Depending upon content, the completion of any one of the following or comparable courses:
   - A. Medical-Surgical Nursing

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

- [illegible]
- [illegible]
- [illegible]
  - [illegible]
  - [illegible]
  - [illegible]

[illegible]

[illegible]

[illegible]

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

OR

[illegible]

OR

[illegible]

- [illegible]
- [illegible]
- [illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

CPE = New York College Proficiency Examination
REDE = Regents External Degree Examinations
AP = Advanced Placement College Board Examination
CLEP = College-Level Examination Program Test
DANTES = Defense Activity for Non-Traditional Education Support Examinations
GRE = Graduate Record Examination Advanced Test
UP = Undergraduate Program Field Test
USAFI = United States Armed Forces Institute Test

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) and UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS

The United States Armed Forces Institute (USAFI), formerly a U.S. Department of Defense organization, up to June 1974 offered many examinations, including the General Educational Development (GED) — College-Level Examinations, Subject Standardized Tests, End-of-Course Tests, and Subject Examinations, which can be used to fulfill many Regents External Degree requirements. Currently the Defense Activity for Non-Traditional Education Support (DANTES) provides many of USAFI's testing activities, including the College-Level Examination Program (CLEP) General and Subject examinations and the former USAFI Subject Standardized Tests.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) EXAMINATIONS

SS = Subject Standardized Tests

TYPE	AREA AND TITLE	CREDITS*
	Humanities	
SS	SB404 Survey of English Literature I	3
SS	SA408 Survey of American Literature I	3
SS	SA409 Survey of American Literature II	3
SS	SA577 Beginning French I	3
SS	SA578 Beginning French II	3
SS	SA579 Beginning German I	3
SS	SA580 Beginning German II	3
SS	SA583 Beginning Spanish I	3
SS	SA584 Beginning Spanish II	3
SS	SA585 Beginning Italian I	3
SS	SA586 Beginning Italian II	3
SS	SA620 Technical Writing	3
	Social Sciences	
SS	SB453 Principles of Economics I	3
SS	SB454 Principles of Economics II	3
SS	SB457 History of Western Civilization to 1500	3
SS	SB458 History of Western Civilization since 1500	3
SS	SA462 History of the American Negro	3
SS	SA467 History of Modern East Asia	3
SS	SA468 History of Southeast Asia	3
SS	SA471 History of Africa	3
SS	SA472 Problems of Contemporary Latin America	3**
SS	SA481 Modern European Governments	3
SS	SA482 Modern Asian Governments	2
SS	SA488 Psychology of Adjustment	3
SS	SA491 Educational Psychology	3
SS	SA494 General Anthropology	3
SS	SB498 Criminology	3
SS	SA561 History and Philosophy of Education	3
	Natural Sciences-Mathematics	
SS	SA424 Intermediate College Algebra	3
SS	SB425 College Algebra	3
SS	SB433 Basic Statistics	3
SS	SA435 Plane Trigonometry	2
SS	SA440 Calculus I	6
SS	SA441 Calculus II	6
SS	SA445 Differential Equations	3

---

*"Credits" apply only to the Associate in Science (nursing) Degree.

**Not applicable if taken after 4/1/78.

TYPE	AREA AND TITLE	CREDITS
SS	SA446 Linear Algebra	3
SS	SB500 Astronomy	3
SS	SA505 General Geophysics	3
SS	SA510 Oceanography	3
SS	SB512 Principles of Physical Science I	3
SS	SA514 College Chemistry I	3
SS	SA515 College Chemistry II	3
SS	SB517 College Physics I	3
SS	SB518 College Physics II	3
SS	SA519 Geology I	3
SS	SA520 Geology II	3
SS	SA550 Climatology: Meteorology	3
SS	SA781 Fundamentals of Electricity	2

Electives

(Can be applied only to the Associate in Applied Science (AAS) (nursing) Degree)

TYPE	AREA AND TITLE
SS	SA497 Introduction to Law Enforcement
SS	SA525 Principles of Accounting I
SS	SB533 Business Law I
SS	SB534 Business Law II
SS	SA535 Introduction to Data Processing*

TYPE	AREA AND TITLE
	SA539 Principles of Management
SS	SB543 Introduction to Business
	SA546 Risk and Insurance
SS	SA548 Money and Banking
SS	SA549 Marketing
SS	SA560 Introduction to Education
SS	SA562 Principles of Guidance
SS	SA568 Introduction to Forestry
SS	SA740 Auto Mechanics I
SS	SA741 Auto Mechanics II
SS	SA756 Introduction to Carpentry
SS	SB770 Basic Technical Drawing and Graphics
SS	SA785 Electrical Measuring Instruments
SS	SA788 Introduction to Electronics I
SS	SA789 Introduction to Electronics II
SS	SA810 Technical Mathematics I
SS	SA811 Technical Mathematics II
SS	SB885 Principles of Radio
SS	SA890 Radio Servicing
SS	SA891 Television Servicing
SS	SA936 Introduction to Refrigeration
SS	SA960 Introduction to Quality Control*

---

*Not applicable if taken after 6/1/76.

UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS*

GED = GED — College-Level Examinations
SS = Subject Standardized Tests

Humanities

TYPE	AREA AND TITLE	CREDITS**
GED	Expression	3
GED	Literary Materials	6
SS	SB400 English Composition I	3
SS	SB401 English Composition II	3
SS	SA404 Survey of English Literature I	3
SS	SA405 Survey of English Literature II	3
SS	SA415 Speech I	2
SS	SA416 Speech II	2
SS	SA575 Beginning Latin I	3
SS	SA576 Beginning Latin II	3
SS	SA577 Beginning French I	3
SS	SA578 Beginning French II	3
SS	SA579 Beginning German I	3
SS	SA580 Beginning German II	3
SS	SA581 Beginning Russian I	3
SS	SA582 Beginning Russian II	3
SS	SA583 Beginning Spanish I	3
SS	SA584 Beginning Spanish II	3
SS	SA587 Beginning Italian I	3
SS	SA588 Beginning Italian II	3
SS	SA620 Technical Writing	3

Social Sciences

TYPE	AREA AND TITLE	CREDITS**
GED	Social Sciences	6
SS	SA, SB453 Principles of Economics I	3
SS	SA, SB454 Principles of Economics II	3
SS	SA455 History of the United States I	3
SS	SA456 History of the United States II	3
SS	SA457 History of Civilization I	3
SS	SA458 History of Civilization II	3
SS	SA459 Modern European History I	3
SS	SA460 Modern European History II	3
SS	SB460 European History (since 1914)	3
SS	SA462 History of the American Negro	3
SS	SA463 Russian History I	3
SS	SA464 Russian History II	3
SS	SA465 Latin American History I	3
SS	SA466 Latin American History II	3
SS	SA467 History of Modern East Asia	3
SS	SA468 History of Southeast Asia	3
SS	SA469 History of the Middle East	3
SS	SA471 History of Africa	3
SS	SA472 Problems of Contemporary Latin America	3
SS	SA475 American Government I	3
SS	SA476 American Government II	3
SS	SA479 International Relations	3
SS	SA481 Modern European Governments	3
SS	SA482 Modern Asian Governments	2
SS	SA485 General Psychology	3
SS	SA489 Psychology of Personality and Adjustment	3
SS	SA491 Educational Psychology	3
SS	SA494 General Anthropology	3
SS	SA495 Introductory Sociology	3
SS	SA496 Sociology (Social problems)	3
SS	SA497 Criminology	3
SS	SB496 Criminology	3
SS	SA521 College Geography I (Physical)	3
SS	SA522 College Geography II (Cultural)	3
SS	SA523 Elements of Geography	3

Natural Sciences-Mathematics

TYPE	AREA AND TITLE	CREDITS**
GED	Natural Sciences	6
SS	SA428 Intermediate College Algebra	3
SS	SA425 College Algebra	3
SS	SB422 College Algebra (Modern)	3
SS	SA430 Analytical Geometry	3
SS	SA, SB433 Basic Statistics	3
SS	SA435 Plane Trigonometry	2
SS	SA440 Calculus I	6
SS	SA441 Calculus II	6
SS	SA442 Analytical Geometry and Calculus I	6
SS	SA443 Analytical Geometry and Calculus II	6

---

*All USAFI examinations listed were administered prior to June 1974. See preceding pages for those Subject Standardized Tests currently available through DANTES.

**"Credits" apply only to the Associate in Science (nursing) Degree

TYPE	AREA AND TITLE	CREDITS*
SS	SA466 Analytical Geometry and Calculus III	4
SS	SA467 Differential Equations	3
SS	SA468 Linear Algebra	3
SS	SA/SB500 Astronomy	3
SS	SA/SA503 College Biology I	3
SS	SA/SB504 College Biology II	3
SS	SA505 General Geophysics	3
SS	SA510 Oceanography	3
SS	SA512 Survey of Physical Science I	3
SS	SA513 Survey of Physical Science II	3
SS	SA514 College Chemistry I	3
SS	SA515 College Chemistry II	3
SS	SA/SB517 College Physics I	3
SS	SA/SB518 College Physics II	3
SS	SA519 Geology I	3
SS	SA520 Geology II	3

Electives

(Can be applied only to the Associate in Applied Science (AAS) (nursing) Degree)

SS	SA487 Introduction to Law Enforcement	
SS	SA507 Hygiene (Healthful living)	
SS	SA525 Principles of Accounting I	
SS	SA526 Principles of Accounting II	
SS	SA527 Intermediate Accounting	
SS	SA/SB533 Business Law I	
SS	SA534 Business Law II	
SS	SA535 Introduction to Data Processing	

TYPE	AREA AND TITLE
SS	SA539 Principles of Management
SS	SA/SB543 Introduction to Business
SS	SA544 Personnel Management
SS	SA545 Office Management
SS	SA546 Risk and Insurance
SS	SA547 Introduction to Real Estate
SS	SA548 Money and Banking
SS	SA549 Marketing
SS	SA560 Introduction to Education
SS	SA566 Introduction to Forestry
SS	SA700 General Aeronautics
SS	SA710 Jet Aircraft Engines
SS	SA776 Introduction to Carpentry
SS	SA769 Introduction to Mechanical Drawing I
SS	SA770 Introduction to Mechanical Drawing II
SS	SA788 Introduction to Electronics I
SS	SA789 Introduction to Electronics II
SS	SA796 Introduction to Diesel Engines I
SS	SA797 Introduction to Diesel Engines II
SS	SA810 Technical Mathematics I
SS	SA811 Technical Mathematics II
SS	SA885 Fundamentals of Radio
SS	SA887 Intermediate Radio
SS	SA890 Radio Servicing
SS	SA891 Television Servicing
SS	SA893 Introduction to Television I
SS	SA894 Introduction to Television II
SS	SA876 Introduction to Refrigeration
SS	SA900 Introduction to Quality Control

Appropriate *End-of-Course Tests* and *Subject Examinations* administered by DANTES or USAFI can be used to satisfy the requirements of the Associate in Applied Science (nursing) or Associate in Science (nursing) Regents External Degree. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, one should use the list of Subject Standardized Examinations presented earlier as a guide in classifying the End-of-Course and Subject Examinations in the subject matter areas of humanities, social sciences, natural sciences-mathematics, and electives. Credits are allowed for these examinations in accordance with the recommendations established by the American Council on Education.

---

*"Credits" apply only to the Associate in Science (nursing) Degree.

SAMPLE
REGENTS EXTERNAL DEGREE STATUS REPORT
ASSOCIATE IN APPLIED SCIENCE (NURSING)*

		GEN. EDUC.				NURSING							
TITLE	Grade	Humanities	Social Science	Natural Sciences/ Mathematics	Electives	Nursing Health Care	Commonalities in Nursing Care Area I	Commonalities in Nursing Care Area II	Differences in Nursing Care Area I	Differences in Nursing Care Area II	Differences in Nursing Care Area III	Occupational Strategy	Performance
Regents External Degree Examinations													
Nursing Health Care ( )													
Commonalities in Nursing Care Area I (3.7); Area II ( )	P						X						
Differences in Nursing Care Area I ( ); Area II ( ); Area III ( )													
Occupational Strategy (6.5)	P											X	
Performance ( )													
1971 NEW YORK COLLEGE PROFICIENCY EXAMINATIONS													
Freshman English	A	X											
Biology	B			X									
1970 COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)													
Natural Sciences (596)	P			X									
1969-70 UNIVERSITY OF X.													
Computer Science I	B				X								
1967 MILITARY SERVICE SCHOOL COURSES													
Construction Drafting	P				X								
Evaluation No. 1: Jane Doe — Requirements Satisfied		C	N	C	C	N	C	N	N	N	N	C	N
Evaluation No. 2: ______ — Requirements Satisfied													
Evaluation No. 3: ______ — Requirements Satisfied													
Evaluation No. 4: ______ — Requirements Satisfied													
Evaluation No. 5: ______ — Requirements Satisfied													
Evaluation No. 6: ______ — Requirements Satisfied													

C = Requirement Completely Met; P = Requirement Partially Met; N = Requirement Not Met

*Please note that differing degree requirements for the Associate in Science (nursing) degree are specified on page 65.

Transcript Evaluator: Jane Doe
Program Advisor: John Doe

SAMPLE

REGENTS EXTERNAL DEGREE STATUS REPORT

ASSOCIATE IN SCIENCE (NURSING)*

TITLE	Grade	GEN. EDUC.			NURSING							
		Humanities	Social Science	Natural Sciences/ Mathematics	Nursing Health Care	Commonalities in Nursing Care Area I	Commonalities in Nursing Care Area II	Differences in Nursing Care Area I	Differences in Nursing Care Area II	Differences in Nursing Care Area III	Occupational Strategy	Performance
Regents External Degree Examinations												
Nursing Health Care ( )												
Commonalities in Nursing Care Area I (S) & Area II ( )	P					X						
Differences in Nursing Care Area I ( ) & Area II ( ) & Area III ( )												
Occupational Strategy (S)	P										X	
Performance ( )												
1975: NEW YORK COLLEGE PROFICIENCY EXAMINATIONS												
Freshman English	A	6										
Biology	B			6								
1975: COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)												
Natural Sciences (CEN)	P			6								
1967: MILITARY SERVICE SCHOOL COURSES												
Squadron Officer School												
Speech	P	3										
1969-70: UNIVERSITY OF X												
Introduction to Philosophy	B	3										
Evaluation No. 1 Jane Doe Requirements Satisfied	23	18	0	17	0	C	0	0	0	0	C	0
Evaluation No. 2 ______ Requirements Satisfied												
Evaluation No. 3 ______ Requirements Satisfied												
Evaluation No. 4 ______ Requirements Satisfied												
Evaluation No. 5 ______ Requirements Satisfied												
Evaluation No. 6 ______ Requirements Satisfied												

S = Requirements Satisfied; P = Requirements Partially Met; N = Requirements Not Met

CEN No. 1: [illegible]

* = Please note that differing degree requirements for the Associate in Applied Science (Nursing) degree are specified on page 93.

Transcript Evaluator Jane Doe

Program Advisor John Doe

SAMPLE STATUS REPORTS

Associate in Applied Science (nursing) and Associate in Science (nursing) Regents External Degrees

The two Sample Status Reports on the preceding pages indicate how courses and examinations are recorded in both (1) the Associate in Applied Science (nursing) and (2) Associate in Science (nursing) degree programs. Similar course work and examinations have been used for both degrees to illustrate how the two degrees differ in their requirements. In each case, the individual receiving the Status Report submitted transcripts for evaluation from three testing agencies (Regents External Degree Program, New York College Proficiency Examination Program, College-Level Examination Program), one regionally accredited college (University of V.), and one military service school. The examinations and courses previously completed at the testing agencies, university, and military service school, which qualify toward meeting a degree requirement, are recorded.

In the Associate in Applied Science (nursing) program Status Report an "X" has been entered to designate the specific degree requirement to which each course or examination applies. The code letters at the bottom of the Status Report indicate whether each of the specific degree requirements has been completely met (C), partially met (P), or not met (N). This system is also used for the nursing component of the Associate in Science (nursing) degree. In the general education component of the Associate in Science degree, however, the amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the 6 semester hours for the New York College Proficiency Examination "Freshman English" are listed and classified under the humanities area of the distribution requirement. The total number of hours earned in each of the Associate in Science general education areas appears at the bottom of the Status Report.

A review of the two Status Reports indicates that each candidate has satisfied the Commonalities in Nursing Care: Area I and the Occupational Strategy requirements by completing Regents External Degree nursing examinations. The score for these two tests is listed after the title of each. To complete the nursing component, the candidates must first satisfy the requirements in Nursing Health Care and Commonalities in Nursing Care: Area II and Differences in Nursing Care: Areas I, II, and III, either by appropriate Regents External Degree Examinations or by submitting official transcripts of college courses in accordance with degree requirements. The required Clinical Performance Examination must then be completed.

The Status Reports also indicate which general education requirements have been satisfied. In the *Associate in Applied Science (nursing) Program*, one can totally satisfy the general education requirements by completing five proficiency examinations, 10 one-semester courses, or an appropriate combination of examinations and courses. The Associate in Applied Science sample Status Report indicates that this individual submitted results of three proficiency examinations, a one-semester college course, and a military service school course which was equated to a one-semester elective course on the basis of the credit recommendation provided by the Office on Educational Credit.

Since all approved proficiency examinations have been equated to two one-semester courses for purposes of satisfying the requirements of the A.A.S. (nursing) program (See degree description.), one can conclude from the sample Status Report that the individual has completed work equivalent to four proficiency examinations. Thus, in order to totally satisfy all the general education requirements, either one additional examination or two one-semester courses must be completed. In addition, the distribution requirement must be satisfied. The distribution requirement of the Associate in Applied Science general education component states that an individual must complete at least one examination or two one-semester courses in each of the following areas: humanities, social sciences, and natural sciences-mathematics. The sample Status Report indicates that the candidate has completed at least one examination in the areas of humanities and natural sciences-mathematics. Those two areas, along with the elective requirement, have been completely satisfied. (Note code letter "C" at bottom of Status Report.) However, since the individual has not submitted any examination results or college courses within the area of social sciences (Note code letter "N."), the one remaining examination, or two one-semester courses, needed for the general education component, must be classified as social sciences to satisfy the distribution requirement. Completion of the general education and nursing component requirements will totally satisfy the Associate in Applied Science (nursing) degree requirements.

To satisfy the general education component in the Associate in Science program, the candidate must complete 30 credits in the liberal arts and sciences, with a minimum of six credits each in humanities, social sciences, and natural sciences-mathematics; the remaining 12 credits must be in one or more of these three arts and science areas. The Associate in Science sample Status Report indicates that the candidate has completed 23 credits towards the general education component: 11 credits in the humanities area, and 12 credits in the natural sciences-mathematics area. To satisfy the 30 credit requirement, this candidate must complete 7 additional credits. Since no credits have been earned in the Social Science area, 6 of the 7 credits must be in a Social Science subject; the remaining one credit may be earned in any of the liberal arts and science areas. Completion of these final 7 credits and the remaining nursing component requirements will totally satisfy the Associate in Science (nursing) degree requirements.

At the bottom of the actual Status Reports are listed the names of the Transcript Evaluators and Program Advisors. Questions regarding the candidate's program may be directed to either. In general, Transcript Evaluators will respond to queries about the Status Report and the status of the candidate's records on file in the registrar's office. Program Advisors will answer questions regarding the planning of a program to fulfill degree requirements.

REGENTS EXTERNAL BACCALAUREATE DEGREE IN NURSING STATEMENT OF PHILOSOPHY AND OBJECTIVES

(Statements about philosophy, beliefs about education, and beliefs about nursing are found in the preceding section, "Regents External Associate Degrees in Nursing.")

Beliefs about the Practice of Professional Nursing

The practice of professional nursing encompasses formulating plans and implementing measures to assist individuals and groups to maintain health, acquire wellness, and enhance functioning. It is characterized by an intellectual focus and the application of an extensive knowledge base.

Professional nursing practice provides care to clients/patients along the wellness/illness continuum. It utilizes a unique configuration of intellectual and technical skills in order to apply a holistic approach to health care intervention. Professional nursing is practiced with respect for human dignity and individual differences. It utilizes the findings of nursing and health-related research, and seeks to contribute to the advancement of nursing care and improvement of health care.

The professional nurse works collaboratively with others in planning and implementing health care services, in identifying the strengths and weaknesses of the health care system, and in instituting needed change.

The practice of professional nursing looks beyond the immediate problems and considers the long-term implications for the individual, the family, and the society-at-large. Professional nurses serve as client advocates and are accountable to society and to the profession for the quality of nursing care delivered.

Objectives of the Baccalaureate (nursing) Program

At the conclusion of the program the candidate:

1. Synthesizes knowledge from the humanities, social sciences, and the natural sciences in developing as a liberally educated person
2. Appreciates the value system of individuals and groups from different cultural backgrounds
3. Comprehends the roles and responsibilities of the professional nurse to the nursing profession and to the health care of society
4. Evaluates historical and current trends, issues, and literature in relation to health care
5. Knows legal aspects of health care and implications relative to nursing
6. Evaluates the health status of a client
7. Performs a health assessment of a client
8. Designs a nursing care plan with the client which includes short- and long-range goals
9. Provides for implementation of the nursing care plan

10. Uses manipulative skills essential in providing nursing care
11. Teaches a client
12. Evaluates nursing care
13. Uses leadership skills as a member of the nursing and the health teams
14. Uses the research process in nursing practice
15. Uses research findings in the practice of nursing
16. Collaborates with other health professionals

PROGRAM INFORMATION

Requirements for the Regents External Bachelor of Science (nursing) Degree are divided into two parts: *a general education component* and a *nursing component*. Candidates who satisfy all requirements will be awarded the degree by the Board of Regents of The University of the State of New York.

The Bachelor of Science (nursing) Degree is equivalent to conventional four-year nursing programs, with 60% of the content in general education and 40% in nursing. The Bachelor of Science (nursing) Degree is separate from the existing external associate degrees in nursing, and does not require previous completion of an associate degree in nursing (campus-based or external) or a diploma program. However, candidates who have such backgrounds will have considerable advantage over those with more limited experience in nursing. Although a nursing background is not mandatory, individuals who have no previous nursing experience are advised to consider a more conventional nursing education program.

Those who are not yet registered nurses, will be eligible to apply for the registered nurse licensure examination in New York State upon completion of all degree requirements. Candidates who wish to take the registered nurse licensure examinations in states other than New York should contact licensing authorities in those states to determine eligibility and the process to be followed.

ACCREDITATION

The Bachelor of Science (nursing) Degree was approved to commence by the New York State Education Department Nurse Unit on April 1, 1976. Full accreditation will be sought from the Education Department and the National League for Nursing when the first group of candidates is expected to graduate, early in 1979. (The associate degree nursing programs are already accredited.)

The General Education Component

The study of arts and sciences is an essential part of preparation for professional practice since it contributes both knowledge and intellectual approach. The objective of the general education component is to ensure that degree recipients have a well-rounded and basic understanding of humanities, social sciences, and natural sciences-mathematics. Some of these requirements are prescribed and others are unrestricted electives. The following requirements are stated in semester-hour credits; comparable quarter-hour credits also are acceptable.

Minimum Number of Credits

To meet the General Education requirements a candidate must earn passing grades in 72 semester-hour credits. Courses, proficiency examinations, and other approaches may be used to meet these requirements.

Distribution Requirements

A minimum of 60 semester hour credits of the General Education Component must be in the liberal arts and sciences, distributed among humanities, social sciences, and natural sciences-mathematics, as follows:

a. Humanities — A minimum of 24 semester-hour credits must be earned in such subjects as English, languages, philosophy, art, music, etc.
b. Social Sciences — A minimum of 15 semester-hour credits must be earned in such subjects as sociology, anthropology, psychology, history, political science, etc.
c. Natural Sciences-Mathematics — A minimum of 15 semester-hour credits must be earned in such subjects as anatomy and physiology, microbiology, chemistry, mathematics, etc.
d. Additional Social Sciences and Natural Sciences-Mathematics to provide distribution flexibility — an additional 6 semester-hour credits are needed to satisfy General Education requirements in the liberal arts and sciences. These six semester-hour credits may be earned in either social sciences or natural sciences-mathematics or may be distributed between both areas.

For further examples of subjects contained in the three areas see the examination listing later in this section.

Concentration Requirements

Candidates are expected to demonstrate knowledge above the introductory level. Therefore, a minimum of 9 of the 60 semester-hour credits required in the liberal arts must be earned in at least one subject area of the candidate's choice. These credits must be in a single subject. For example, any one of the following (or comparable sequences) would satisfy this requirement:

a. Taking three 3-credit courses in Spanish,

OR

b. Taking one 6-credit examination in general chemistry and one 3-credit course in organic chemistry,

OR

c. Taking one general psychology course, one abnormal psychology course, and one social psychology course, for a total of 9 credits.

Electives

The remaining 12 semester-hour credits required in general education may be earned in any field of collegiate study, including technical, applied, and professional areas, as well as humanities, social sciences, and natural sciences-mathematics. Electives may include subjects such as accounting, management, business mathematics. Nursing courses at the baccalaureate or higher degree level which *do not duplicate* content covered in the Nursing Component also may be used, pending evaluation by the Faculty Transcript Review Committee. Associate degree nursing courses or diploma nursing courses or college proficiency examinations in nursing *CANNOT* be used to satisfy the elective area requirement.

Methods of Satisfying General Education Requirements

The general education component of the Bachelor of Science (nursing) can be satisfied by:

1. College courses from regionally accredited colleges
2. Recognized proficiency examinations, including those offered through the U.S. Military's DANTES and USAFI
3. Approved military service school courses and Military Occupational Specialties (MOS's)
4. Special Assessment
5. Evaluated noncollegiate educational programs
6. FAA Airman Certificates
7. Combination of the above approaches

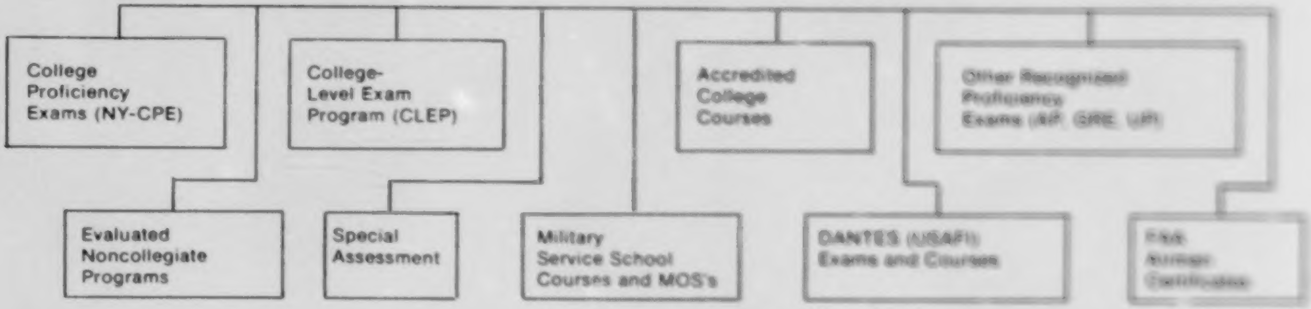
Details about each of these methods are described below. It is important, however, for degree candidates to guard against *duplication of credit*. For example, the College-Level Examination Pro-

NEW YORK REGENTS EXTERNAL DEGREE
BACHELOR OF SCIENCE (NURSING)

GENERAL EDUCATION COMPONENT

	HUMANITIES	SOCIAL SCIENCES	NATURAL SCIENCES-MATHEMATICS	ELECTIVES	TOTAL
MINIMUM NUMBER OF CREDITS*	24	15**	15**	12	72*

ACCEPTABLE METHODS OF MEETING GENERAL EDUCATION REQUIREMENTS


College Proficiency Exams (NY-CPE)
College-Level Exam Program (CLEP)
Accredited College Courses
Other Recognized Proficiency Exams (AP, GRE, UP)
Evaluated Noncollegiate Programs
Special Assessment
Military Service School Courses and MOS's
DANTES (USAFI) Exams and Courses
FAA Airman Certificates

* Total credits for the general education component must equal 72 semester-hour credits or 108 quarter-hour credits. (Each quarter-hour is equivalent to two-thirds of a semester-hour credit.)

** In addition to the minimum of 15 credits, six more credits must be earned in *EITHER* social sciences or natural sciences-mathematics, for a combined total of 36 credits in these two areas.

To satisfy the concentration requirement, 9 credits must be earned in one subject area selected by the candidate in humanities, social sciences or natural sciences-mathematics.

gram, (CLEP) General Examination in English Composition covers similar content tested in the CLEP Subject Examination on English Composition. The completion of more than one examination or college course covering the same subject matter is considered duplication of credit. Candidates may apply previous work in general education to this degree, regardless of when it was completed. There is no time limit on general education courses or examinations.

1. College Courses

Transcripts — Only official transcripts from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the dates of attendance. Only transcripts of candidates enrolled in the New York Regents External Degree Program will be evaluated.

Grading Policies — There is no time limit on completion of a course for it to be considered for credit in the General Education Component. Only those grades and courses that the candidate desires to apply towards the degree will be evaluated in terms of satisfying grade point average, and distribution requirements. Only those courses with a grade "D" or better will be evaluated; however, "D" grades must be balanced by "B" or better grades in order to achieve the necessary 2.0 or "C" average for graduation.

Meeting the Distribution Requirements — Those courses that can be classified as satisfying the distribution requirement in humanities, social science, or natural science-mathematics, will be recorded in the appropriate category. If a particular course cannot be identified as being related to one of these areas, it will be classified as elective credit. The amount of credit assigned is determined by the institution at which the courses were completed. Associate degree nursing courses and diploma school nursing courses cannot be used for elective credit.

SAMPLE LIST OF TYPICAL COLLEGE COURSES CLASSIFIED ACCORDING TO SUBJECT MATTER AREA

Humanities
English Composition
American Literature
Elementary Latin
History of Art
Studio Art
Theater
Music Appreciation
Intermediate French
Philosophy
Religion

Social Sciences
Geography
Introduction to Anthropology
Economics
Sociology
Psychology
American Government
Western Civilization
Educational Psychology
History

Natural Sciences-Mathematics
Anatomy and Physiology
Biology
Chemistry
Physics
Astronomy
College Mathematics
Introduction to Statistics

Electives
Building Constuction
Health Education
Introduction to Accounting
Introduction to Business Administration
Mental Hygiene
Reading Comprehension

2. Proficiency Examinations

Transcripts — The Regents External Degree Program will grant credit for successful completion of college-level proficiency examinations offered by the following programs:

- New York College Proficiency Examination Program (CPE)
- Regents External Degree Examination Program (REDE)
- College Board Advanced Placement Examinations (AP)
- College-Level Examination Program — both single subject and general examinations (CLEP)
- Defense Activity for Non-Traditional Education Support (DANTES) or United States Armed Forces Institute (USAFI)
- Graduate Record Examination Advanced Tests (GRE)
- Undergraduate Program Field Tests (UP)

Only official transcripts from these testing agencies will be evaluated and acceptable credit applied toward satisfying the general education requirements. Discontinued examinations will be evaluated for credit as long as official transcripts are available. A listing of all examinations that can be used, the distribution category into which they fall and their credit values is located at the end of this section.

Grading Policies — The examination transcripts submitted by a candidate will be evaluated in terms of satisfying grade point average, concentration, and distribution requirements. Those examinations that can be classified as satisfying the distribution requirements in humanities, social sciences, or natural sciences-mathematics will be recorded in the appropriate category. If a particular examination is not related to one of these areas, it will be classified as elective credit.

Only those examinations with a letter grade of "D," "Pass," or a minimum acceptable score as determined by the Regents faculty committee will be accepted toward meeting the degree requirements. A complete listing of the minimum acceptable scores for all of the examinations offered by the above-named testing agencies can be found in the "Approaches to Earning Credit" section of this catalog.

3. **Military Service School Courses and Military Occupational Specialties (MOS's)**

Credit may be earned by completing military service school courses and certain military occupational specialties which contain college-level work and which have been evaluated by the Office on Educational Credit (formerly Commission on Accreditation of Service Experiences) of the American Council on Education. The recommendations provided by that office will be used to determine the amount of academic credit to be granted toward a Bachelor of Science (nursing) Degree, and to classify the courses in terms of the distribution requirements. For those courses that have been evaluated by the Office on Educational Credit but do not carry credit recommendations, no credit will be granted toward the baccalaureate degree in nursing.

4. **Special Assessment**

Special Assessment is a method of evaluating knowledge in college subject areas — other than nursing — where proficiency examinations are not available or not appropriate. Special assessment may take one of the several forms, including oral, written, and performance examinations, and the evaluation of a portfolio of artistic or literary accomplishments. Enrolled degree candidates can request a Special Assessment in almost any area of collegiate study.

Candidates should expect to pay at least $150 for each initial assessment. Special assessment is carried out only at the central office in Albany.

Individuals may apply credit earned through special assessment toward the general education requirements for the Bachelor of Science (nursing) degrees; however, special assessment cannot be used to meet the nursing requirements since nursing examinations are being developed for that purpose.

5. **Evaluated Noncollegiate Educational Programs**

Credit may be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions, police academies, and other agencies, which have been evaluated by the New York State Education Department's Office on Noncollegiate Sponsored Instruction or by the American Council on Education and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

6. **FAA Airman Certificates**

Credits are awarded for certain Federal Aviation Administration (FAA) Airman (Pilot) Certificates, but may be used toward fulfillment of *only the elective* requirement of the general education component of the Bachelor of Science (nursing) Regents External Degree. Further information is found in the "Approaches to Earning Credit" section of this catalog.

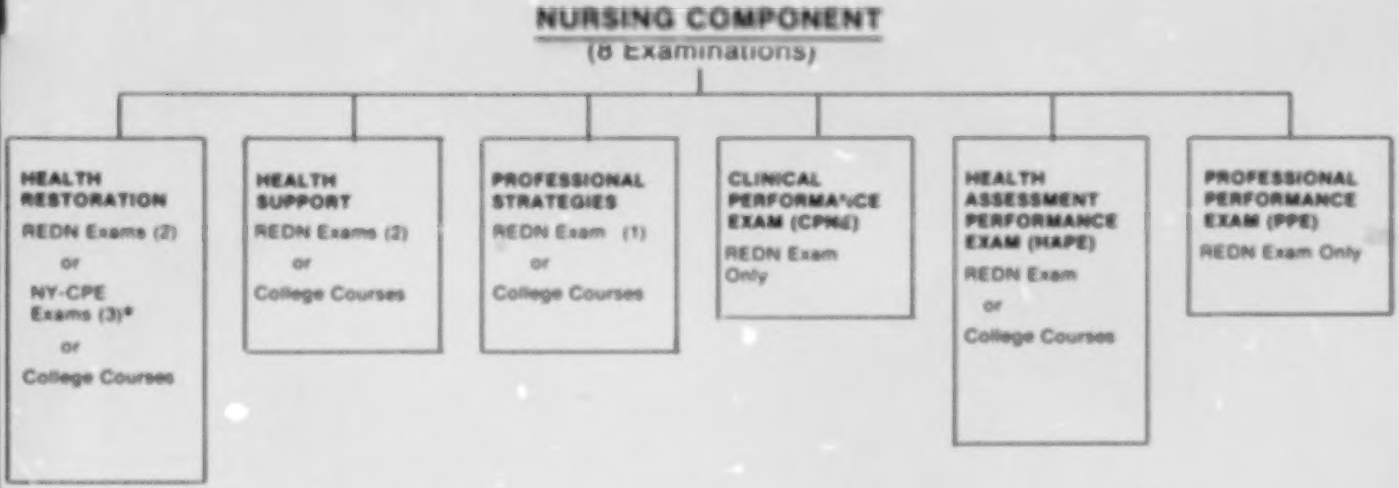
7. **Combination of the Above Approaches**

Combinations of these approaches can be used to satisfy the distribution requirement (humanities, social sciences, natural sciences-mathematics, and electives). Enrolled candidates may receive assistance in combining these approaches from their Program Advisor or from their Transcript Evaluator in the registrar's office of the Regents External Degree Program.

The Nursing Component

The nursing component of the Bachelor of Science (nursing) External Degree will examine baccalaureate-level knowledge and professional competencies equivalent to that expected of BSN graduates. Emphasis will be placed on integration of nursing knowledge and related sciences in

NEW YORK REGENTS EXTERNAL DEGREE
BACHELOR OF SCIENCE (NURSING)



NURSING COMPONENT
(8 Examinations)

HEALTH RESTORATION
REDN Exams (2)
or
NY-CPE Exams (3)*
or
College Courses

HEALTH SUPPORT
REDN Exams (2)
or
College Courses

PROFESSIONAL STRATEGIES
REDN Exam (1)
or
College Courses

CLINICAL PERFORMANCE EXAM (CPNE)
REDN Exam Only

HEALTH ASSESSMENT PERFORMANCE EXAM (HAPE)
REDN Exam
or
College Courses

PROFESSIONAL PERFORMANCE EXAM (PPE)
REDN Exam Only

Key:
REDN — Regents External Degree Nursing Examinations
NY-CPE — New York College Proficiency Examinations

***PLEASE NOTE:** The 3 New York CPE's in Nursing (Adult Nursing, Psychiatric-Mental Health Nursing, and Maternal-Child Nursing — Baccalaureate Level) can be used to meet the requirements for Health Restoration from the February 1976 administration until the development of the 2 REDN Health Restoration examinations.

a variety of comple situations involving individuals, families, and communities along the continuum from wellr ss to illness. The candidate must demonstrate k owledge in three major areas: health support, h lth restoration, and professional strategies. he content of these nursing areas as a whole cor esponds to the content typically included in the c rriculum of baccalaureate degree nursing prog am at accredited four-year colleges.

The content areas included in the nursing component are: Health Restoration, Health Support, Professional Strategies, Clinical Performance, Health Assessment, and Professional Performance. Examinations in each of these areas are expected to be completed by late 1978. In addition to the three academic areas, the candidate must satisfy the requirements for three performance examinations — clinical performance in nursing examination (presently available), health assessment performance examination, and the professional performance examination. A general description of these nursing areas follows:

1. *Health Restoration* — The content is based upon the interrelationship between the nursing process and changes in the client system. The nursing process is emphasized as the framework for assisting clients to adapt to change in a manner which promotes cure, alleviation, rehabilitation, and restoration. (Changes in client systems include biopsychosocial alterations in response to stressors. Examples of stressors will be selected from major health problems.)
2. *Health Support* — This area focuses on the patterns which influence wellness and on those patterns which place the client (individual, family, community) at high risk for major health problems. Emphasis is placed on the use of the nursing process in supporting the health of the client throughout the life cycle.
3. *Professional Strategies* — This area assesses the individual's knowledge and understanding of the professional role within the occupation of nursing. Primary focus is on professional practice and the health care delivery system. However, the candidate is expected to have an understanding of the development of the profession of nursing, professional organizations, and the evaluation of nursing practice and education.
4. *Clinical Performance* — This area examines the candidate's ability to perform the technical portion of nursing, including the manipulative skills necessary to administer nursing care. It takes place entirely in a hospital setting, requires 2½ days, and involves the application of nursing process in caring for several child and adult patients, evaluated one at a time. To be eligible for the Clinical Performance Examination, candidates must have satisfied the Health Restoration requirement and be enrolled in the Regents External Degree Nursing Program.
5. *Health Assessment Performance* — This area evaluates the candidate's ability to perform a health assessment of an individual; it includes a physical examination and health history of the client. It evaluates the candidate's ability to obtain essential information, summarize findings, and make recommendations based on an analysis of the health assessment. To be eligible for this examination, candidates must be enrolled in the Bachelor of Science (nursing) Regents External Degree Program.
6. *Professional Performance* — This area assesses the candidate's ability to work with the client spectrum: individuals, families, and communities in a variety of situations, whether acute, long-term, or primary. It tests the candidate's ability to use a wide variety of resources and strategies in assisting clients. To be eligible for this final nursing examination, candidates must be enrolled in the Bachelor of Science (nursing) Regents External Degree Program and must have met all other nursing requirements.

Satisfying Nursing Component Requirements:

Candidates may satisfy area requirements in the nursing component by passing recognized proficiency examinations or by waiving these examinations by means of baccalaureate-level college courses taken at regionally accredited colleges or universities which have recognized or accredited nursing programs. *Two of the performance requirements, the Clinical Performance in Nursing and the final Professional Performance, may be satisfied only by taking the New York Regents External Degree Examinations in these areas. The Health Assessment Performance Examination may be waived by comparable collegiate courses individually evaluated by the faculty.*

There follows a description of how recognized examinations and baccalaureate-level college courses may be used in meeting degree requirements of the nursing component of the Bachelor of Science (nursing) Regents External Degree.

Examinations

Seven nursing examinations are under development to be used in evaluating the nursing areas described above. They are expected to be completed by late 1978. The Clinical Performance Examination (CPNE) already is available.

1. Professional Strategies
2. Health Support — Area I
3. Health Support — Area II
*4. Health Restoration — Area I
*5. Health Restoration — Area II
6. Clinical Performance Examination in Nursing
7. Health Assessment Performance Examination
8. Professional Performance Examination

Guidelines for Requesting Waiver of Regents External Degree Nursing Examinations

College Courses — Under certain conditions, baccalaureate college nursing courses submitted for transcript review may be used to waive the following examinations: Health Support, Health Restoration, Professional Strategies, and Health Assessment Performance. In order to waive Regents External Degree Bachelor of Science (nursing) examinations, nursing courses must meet the following conditions:

- Must have been completed within five years prior to enrollment in the Regents External Degree Program
- Must cover the content included in the examination for which waiver is sought
- Must carry a grade of "C" or better
- Must be from a regionally accredited baccalaureate institution or from an approved military service school program. College or university-level nursing courses from fully recognized foreign institutions of higher education can also be submitted for evaluation. Associate degree and hospital school nursing courses cannot be used for waiving baccalaureate nursing component requirements.

To be reviewed for evaluation, course descriptions and outlines of content must be submitted, along with the official college transcripts sent to the registrar of the Regents External Degree Program.

New York College Proficiency Examinations

As an interim measure, until the new Regents External Degree nursing examinations are available, the following New York College Proficiency Examinations (CPE's) may be used to waive the two required Health Restoration Examinations: Adult Nursing, Psychiatric-Mental Health Nursing, and Maternal-Child Nursing — Baccalaureate Level. The current availability of these three NYCPE's gives the candidate the opportunity to take active steps in satisfying some nursing requirements while the new examinations are being developed.

PLEASE NOTE: It is essential that candidates realize that these CPE examinations may be applied *only* if passing scores were obtained on examinations taken between the February 1976 test administration and the availability of the two new Health Restoration Regents External Degree Examinations. This means that scores on the CPE's in nursing, taken *before* February 1976, may *not* be used toward the external Bachelor of Science (nursing) Degree. The nursing CPE's were revised in 1975 and the new versions given for the first time in February 1976; only the new versions will be accepted as an interim measure to meet the Health Restoration requirement. Study guides for these 3 examinations are available upon request. Detailed content outlines of these examinations are found in Part IV of this catalog.

After completing the requirement of Health Restoration (by courses or examinations), the candidate is eligible to take the Clinical Performance Nursing Examination (CPNE).

Study guides will be developed and made available after the new examinations have been prepared. The CPNE study guide is already available to enrolled candidates and may be obtained on request from the Program Office in Albany. A summary description of the CPNE is found in Part IV of this catalog.

The Clinical Performance in Nursing Examination requirement will be waived for Bachelor of Science (nursing) candidates if it was successfully completed while enrolled in the Regents External associate degree nursing program.

---

*Note that, pending completion of these two examinations, other College Proficiency Examinations (CPE's) in nursing may be used as substitutes. See the following section, "New York College Proficiency Examinations."

Military Service School Courses

Successful completion of military service school courses may be accepted in meeting degree requirements pending the same conditions specified above under the section on waiving nursing examinations by college courses. Military college-level nursing courses which have been evaluated by the Office on Educational Credit of the American Council on Education may be submitted for evaluation.

APPROVED EXAMINATIONS FOR FULFILLING THE BACHELOR OF SCIENCE (NURSING) REGENTS EXTERNAL DEGREE REQUIREMENTS

CPE = New York College Proficiency Examination
REDE = Regents External Degree Examination
AP = Advanced Placement (College Board) Examination
CLEP = College-Level Examination Program Test
DANTES = Defense Activity for Non-Traditional Education Support Examination
GRE = Graduate Record Examination Advanced Test
UP = Undergraduate Program Field Test
USAFI = United States Armed Forces Institute Test

CPE, REDE, AP, CLEP, GRE, and UP Tests are listed alphabetically by the exact title of the examination under the subject area distribution. DANTES and USAFI examinations are listed with the GED's first, followed by the SA/SB examinations in numerical order according to subject area distribution. Therefore, the reader should check the entire list for each subject area.

PREPARED BY	AREA AND TITLE	CREDITS
	GENERAL EDUCATION COMPONENT	
	Humanities	
CLEP	American Literature	6
CPE	American Literature: The Beginnings to the Civil War	3
CPE	American Literature: The Civil War to the Present	3
CLEP	Analysis and Interpretation of Literature	6
CPE	Applied Music: Major Level	4
CPE	Applied Music: Minor Level	2
AP	Art	6
UP	Art History	30
AP	Classics	6
CLEP	College French	6-12*
CLEP	College German	6-12*
CLEP	College Spanish	6-12*
UP	Drama and Theatre	30
AP	English	6
CLEP	English Composition — General	3
CLEP	English Composition — Subject	6
CLEP	English Literature	6
AP	French	6
GRE	French	30
UP	French	30
REDE	French (Battery A)	24
REDE	French (Battery B): Applied Linguistics	3
CPE	Freshman English	6
CLEP	Freshman English	6
AP	German	6
GRE	German	30
UP	German	30
REDE	German (Battery A)	24
REDE	German (Battery B): Applied Linguistics	3
CLEP	Humanities — General	6
REDE	Italian (Battery A)	24
REDE	Italian (Battery B): Applied Linguistics	3
UP	Literature	30
GRE	Literature in English	30
AP	Music	6
GRE	Music	30
UP	Music	30
GRE	Philosophy	30
UP	Philosophy	30
CPE	Philosophy of Education	6**
REDE	Russian (Battery A)	24
REDE	Russian (Battery B): Applied Linguistics	3
UP	Scholastic Philosophy	30
CPE	Shakespeare	3
AP	Spanish	6
GRE	Spanish	30
UP	Spanish	30
REDE	Spanish (Battery A)	24
REDE	Spanish (Battery B): Applied Linguistics	3

---

*6 credits for score of 40-49; 12 credits for score of 50 or more.

**Graduate-level examination.

PREPARED BY	AREA AND TITLE	CREDITS
	Social Sciences	
CPE	African and Afro-American History	6
CLEP	Afro-American History	3
CLEP	American Government	3
CPE	American History	6
AP	American History	6
CLEP	American History	6
CPE	Educational Psychology	3-6*
CLEP	Educational Psychology	3
GRE	Economics	30
UP	Economics	30
CPE	European History	6
AP	European History	6
REDE	French (Battery B): Civilization and Culture	3
CLEP	General Psychology	3
GRE	Geography	30
UP	Geography	30
REDE	German (Battery B): Civilization and Culture	3
GRE	History	30
UP	History	30
CPE	History of American Education	3
CLEP	History of American Education	3
CLEP	Human Growth and Development	3
CLEP	Introductory Economics	6
CLEP	Introductory Macroeconomics	3
CLEP	Introductory Microeconomics	3
CLEP	Introductory Micro- and Macroeconomics	3
REDE	Italian (Battery B): Civilization and Culture	3
GRE	Political Science	30
UP	Political Science	30
GRE	Psychology	30
UP	Psychology	30
REDE	Russian (Battery B): Civilization and Culture	3
CLEP	Social Sciences/History — General	6
GRE	Sociology	30
UP	Sociology	30
CLEP	Sociology (Introductory)	6
REDE	Spanish (Battery B): Civilization and Culture	3
CLEP	Western Civilization	6
	Natural Sciences-Mathematics	
CPE	Anatomy and Physiology	6
CLEP	Anatomy-Physiology-Microbiology	6
CPE	Biology	6
AP	Biology	6
CLEP	Biology	6
GRE	Biology	30
UP	Biology	30
AP	Chemistry	6
GRE	Chemistry	30
UP	Chemistry	30
CLEP	College Algebra	3
CLEP	College Algebra and Trigonometry	3
GRE	Computer Science	30
CPE	Earth Science	6
CLEP	General Chemistry	6
CLEP	Geology	6
GRE	Geology	30
UP	Geology	30
CLEP	Introductory Calculus	6
CLEP	Introductory Calculus with Analytical Geometry	6
AP	Mathematics	6
GRE	Mathematics	30
UP	Mathematics	30
CLEP	Mathematics — General	6
CLEP	Microbiology	3
CLEP	Natural Sciences — General	6
AP	Physics	6
GRE	Physics	30
UP	Physics	30
CLEP	Statistics	3
CLEP	Trigonometry	3
	Electives	
CLEP	Accounting (Introductory)	6
UP	Business	30
REDE	Business — Accounting (Level I)	6
REDE	Business — Accounting (Level II)	9
REDE	Business — Accounting (Level III)	12
REDE	Business — Business Environment and Strategy	6
REDE	Business — Finance (Level I)	9
REDE	Business — Finance (Level II)	9
REDE	Business — Finance (Level III)	12
REDE	Business — Management of Human Resources (Level I)	6
REDE	Business — Management of Human Resources (Level II)	9
REDE	Business — Management of Human Resources (Level III)	12
REDE	Business — Marketing (Level I)	3
REDE	Business — Marketing (Level II)	9
REDE	Business — Marketing (Level III)	12

---

*Exams taken up to Oct. '72 were 6-credit exams; thereafter, 3-credit exams were given.

PREPARED BY	AREA AND TITLE	CREDITS
REDE	Business — Operations Management (Level I)	6
REDE	Business — Operations Management (Level II)	9
REDE	Business — Operations Management (Level III)	12
CLEP	Chemistry (Clinical)	6
CLEP	Computer Programming, Elementary: Fortran IV	3
GRE	Computer Science	30
CLEP	Computers and Data Processing	3
CPE	Corrective and Remedial Instruction in Reading	9*
CPE	Criminal Investigation	3
CPE	Diagnosis and Remediation of Reading Problems	6*
GRE	Education	30
UP	Education	30
GRE	Engineering	30
UP	Engineering	30
REDE	French (Battery B): Professional Preparation (Teaching Methods)	3
REDE	German (Battery B): Professional Preparation (Teaching Methods)	3
CPE	Health Education I: Personal Health — Physical Aspects	12
CPE	Health Education II: Personal Health — Emotional-Social Aspects	12
CPE	Health Education III: Public-Environmental Health	12
CLEP	Hematology	6
CLEP	Immunohematology and Blood Banking	6
CPE	Intermediate Typewriting	3**
CLEP	Introduction to Business Management	3
CPE	Introduction to Criminal Justice	3
CLEP	Introductory Business Law	3
CLEP	Introductory Marketing	3
CPE	Introductory Typewriting	3
REDE	Italian (Battery B): Professional Preparation (Teaching Methods)	3
CLEP	Money and Banking	3
UP	Physical Education	30
CPE	Reading Instruction in the Elementary School	6
REDE	Russian (Battery B): Professional Preparation (Teaching Methods)	3
REDE	Spanish (Battery B): Professional Preparation (Teaching Methods)	3
UP	Speech Pathology and Audiology	30
CLEP	Tests and Measurements	3

NURSING COMPONENT

CPE	Adult Nursing***
REDE	Clinical Performance in Nursing
REDE	Health Assessment Performance
REDE	Health Restoration—Area I
REDE	Health Restoration—Area II
REDE	Health Support—Area I
REDE	Health Support—Area II
CPE	Maternal and Child Nursing—Baccalaureate Level
REDE	Professional Performance
REDE	Professional Strategies
CPE	Psychiatric-Mental Health Nursing

Please Note: *The 3 CPE's listed above can be used to meet the Health Restoration requirements from the February 1976 administration until the development of the Health Restoration — Areas I and II REDE's. The REDE Clinical Performance in Nursing, is presently available. For further information see page 95.*

---

*Graduate-level examinations

**Regents External Degree candidates who do not already have credit in Introductory Typewriting will be granted a total of 6 credits if they successfully complete Intermediate Typewriting.

***Formerly called Medical-Surgical Nursing

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) and UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS

The United States Armed Forces Institute (USAFI), formerly a U.S. Department of Defense organization, up to June 1974 offered many examinations, including the General Education Development (GED) — College-Level Examinations, Subject Standardized Tests, End-of-Course Tests, and Subject Examinations, which can be used to fulfill many Regents External Degree requirements. Currently the Defense Activity for Non-Traditional Education Support (DANTES) provides many of USAFI's testing activities, including the College-Level Examination Program (CLEP) General and Subject examinations and the former USAFI Subject Standardized Tests.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) EXAMINATIONS

SS = Subject Standardized Tests

TYPE	AREA AND TITLE	CREDITS
	GENERAL EDUCATION COMPONENT	
	Humanities	
SS	SB404 Survey of English Literature I	3
SS	SA408 Survey of American Literature I	3
SS	SA409 Survey of American Literature II	3
SS	SA577 Beginning French I	3
SS	SA578 Beginning French II	3
SS	SA579 Beginning German I	3
SS	SA580 Beginning German II	3
SS	SA583 Beginning Spanish I	3
SS	SA584 Beginning Spanish II	3
SS	SA585 Beginning Italian I	3
SS	SA586 Beginning Italian II	3
SS	SA820 Technical Writing	3
	Social Sciences	
SS	SB453 Principles of Economics I	3
SS	SB454 Principles of Economics II	3
SS	SB457 History of Western Civilization to 1500	3
SS	SB458 History of Western Civilization since 1500	3
SS	SA462 History of the American Negro	3
SS	SA467 History of Modern East Asia	3
SS	SA468 History of Southeast Asia	3
SS	SA471 History of Africa	3
SS	SA472 Problems of Contemporary Latin America	3*
SS	SA481 Modern European Governments	3
SS	SA482 Modern Asian Governments	2
SS	SA488 Psychology of Adjustment	3
SS	SA491 Educational Psychology	3
SS	SA494 General Anthropology	3
SS	SB498 Criminology	3
SS	SA561 History and Philosophy of Education	3
	Natural Sciences-Mathematics	
SS	SA424 Intermediate College Algebra	3
SS	SB425 College Algebra	3
SS	SB433 Basic Statistics	3
SS	SA435 Plane Trigonometry	2
SS	SA440 Calculus I	4
SS	SA441 Calculus II	4
SS	SA445 Differential Equations	3
SS	SA446 Linear Algebra	3
SS	SB500 Astronomy	3
SS	SA505 General Geophysics	3
SS	SA510 Oceanography	3
SS	SB512 Principles of Physical Science I	3
SS	SA514 College Chemistry I	3
SS	SA515 College Chemistry II	3
SS	SB517 College Physics I	3
SS	SB518 College Physics II	3

---

*Not applicable if taken after 4/1/76

TYPE	AREA AND TITLE	CREDITS
SS	SA519 Geology I	3
SS	SA520 Geology II	3
SS	SA530 Climatology/Meteorology	3
SS	SA781 Fundamentals of Electricity	2
	Electives	
SS	SA497 Introduction to Law Enforcement	3
SS	SA525 Principles of Accounting I	3
SS	SB533 Business Law I	3
SS	SB534 Business Law II	3
SS	SA535 Introduction to Data Processing	2
SS	SA539 Principles of Management	3
SS	SB543 Introduction to Business	3
SS	SA546 Risk and Insurance	3
SS	SA548 Money and Banking	3
SS	SA549 Marketing	3
SS	SA560 Introduction to Education	3
SS	SA562 Principles of Guidance	3
SS	SA568 Introduction to Forestry	3
SS	SA740 Auto Mechanics I	3
SS	SA741 Auto Mechanics II	3
SS	SA756 Introduction to Carpentry	3
SS	SB770 Basic Technical Drawing and Graphics	3
SS	SA785 Electrical Measuring Instruments	3
SS	SA788 Introduction to Electronics I	3
SS	SA789 Introduction to Electronics II	3
SS	SA810 Technical Mathematics I	5
SS	SA811 Technical Mathematics II	5
SS	SB885 Principles of Radio	3
SS	SA890 Radio Servicing	4
SS	SA891 Television Servicing	4
SS	SA936 Introduction to Refrigeration	4
SS	SA960 Introduction to Quality Control	3*

---

*Not applicable if taken after 4/1/76

UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS*

GED = GED — College-Level Examinations
SS = Subject Standardized Tests

TYPE	AREA AND TITLE	CREDITS
	GENERAL EDUCATION COMPONENT	
	Humanities	
GED	Expression	3
GED	Literary Materials	6
SS	SB400 English Composition I	3
SS	SB401 English Composition II	3
SS	SA404 Survey of English Literature I	3
SS	SA405 Survey of English Literature II	3
SS	SA415 Speech I	2
SS	SA416 Speech II	2
SS	SA575 Beginning Latin I	3
SS	SA576 Beginning Latin II	3
SS	SA577 Beginning French I	3
SS	SA578 Beginning French II	3
SS	SA579 Beginning German I	3
SS	SA580 Beginning German II	3
SS	SA581 Beginning Russian I	3
SS	SA582 Beginning Russian II	3
SS	SA583 Beginning Spanish I	3
SS	SA584 Beginning Spanish II	3
SS	SA585 Beginning Italian I	3
SS	SA586 Beginning Italian II	3
SS	SA820 Technical Writing	3
	Social Sciences	
GED	Social Sciences	6
SS	SA/SB453 Principles of Economics I	3
SS	SA/SB454 Principles of Economics II	3
SS	SA455 History of the United States I	3
SS	SA456 History of the United States II	3
SS	SA457 History of Civilization I	3
SS	SA458 History of Civilization II	3
SS	SA459 Modern European History I	3
SS	SA460 Modern European History II	3
SS	SB460 European History (since 1914)	3
SS	SA462 History of the American Negro	3
SS	SA463 Russian History I	3
SS	SA464 Russian History II	3
SS	SA465 Latin American History I	3
SS	SA466 Latin American History II	3
SS	SA467 History of Modern East Asia	3
SS	SA468 History of Southeast Asia	3
SS	SA469 History of the Middle East	3
SS	SA471 History of Africa	3
SS	SA472 Problems of Contemporary Latin America	3
SS	SA475 American Government I	3
SS	SA476 American Government II	3
SS	SA479 International Relations	3
SS	SA481 Modern European Governments	3
SS	SA482 Modern Asian Governments	2
SS	SA485 General Psychology	3
SS	SA488 Psychology of Personality and Adjustment	3
SS	SA491 Educational Psychology	3
SS	SA494 General Anthropology	3
SS	SA495 Introductory Sociology	3
SS	SA496 Sociology (Social problems)	3
SS	SA498 Criminology	3
SS	SB498 Criminology	3
SS	SA521 College Geography I (Physical)	3
SS	SA522 College Geography II (Cultural)	3
SS	SA523 Elements of Geography	3
	Natural Sciences-Mathematics	
GED	Natural Sciences	6
SS	SA424 Intermediate College Algebra	3
SS	SA425 College Algebra	3
SS	SB425 College Algebra (Modern)	3
SS	SA430 Analytical Geometry	3
SS	SA/SB433 Basic Statistics	3

---

*All USAFI examinations listed were administered prior to June 1974. See previous pages for those Subject Standardized Tests currently available through DANTES.

TYPE	AREA AND TITLE	CREDITS
SS	SA435 Plane Trigonometry	2
SS	SA440 Calculus I	4
SS	SA441 Calculus II	4
SS	SA442 Analytical Geometry and Calculus I	4
SS	SA443 Analytical Geometry and Calculus II	4
SS	SA444 Analytical Geometry and Calculus III	4
SS	SA445 Differential Equations	3
SS	SA446 Linear Algebra	3
SS	SA/SB500 Astronomy	3
SS	SA/SB503 College Biology I	3
SS	SA/SB504 College Biology II	3
SS	SA505 General Geophysics	3
SS	SA510 Oceanography	3
SS	SA512 Survey of Physical Science I	3
SS	SA513 Survey of Physical Science II	3
SS	SA514 College Chemistry I	3
SS	SA515 College Chemistry II	3
SS	SA/SB517 College Physics I	3
SS	SA/SB518 College Physics II	3
SS	SA519 Geology I	3
SS	SA520 Geology II	3
	Electives	
SS	SA497 Introduction to Law Enforcement	3
SS	SA507 Hygiene (Healthful living)	3
SS	SA525 Principles of Accounting I	3
SS	SA526 Principles of Accounting II	3
SS	SA527 Intermediate Accounting	6
SS	SA/SB533 Business Law I	3
SS	SA534 Business Law II	3
SS	SA535 Introduction to Data Processing	2
SS	SA539 Principles of Management	3
SS	SA/SB543 Introduction to Business	3

TYPE	AREA AND TITLE	CREDITS
SS	SA544 Personnel Management	3
SS	SA545 Office Management	3
SS	SA546 Risk and Insurance	3
SS	SA547 Introduction to Real Estate	3
SS	SA548 Money and Banking	3
SS	SA549 Marketing	3
SS	SA560 Introduction to Education	3
SS	SA568 Introduction to Forestry	3
SS	SA700 General Aeronautics	3
SS	SA710 Jet Aircraft Engines	2
SS	SA756 Introduction to Carpentry	3
SS	SA769 Introduction to Mechanical Drawing I	3
SS	SA770 Introduction to Mechanical Drawing II	3
SS	SA788 Introduction to Electronics I	3
SS	SA789 Introduction to Electronics II	3
SS	SA794 Introduction to Diesel Engines I	3
SS	SA795 Introduction to Diesel Engines II	3
SS	SA810 Technical Mathematics I	3
SS	SA811 Technical Mathematics II	3
SS	SA885 Fundamentals of Radio	3
SS	SA887 Intermediate Radio	3
SS	SA890 Radio Servicing	4
SS	SA891 Television Servicing	4
SS	SA893 Introduction to Television I	3
SS	SA894 Introduction to Television II	3
SS	SA936 Introduction to Refrigeration	3
SS	SA960 Introduction to Quality Control	3

Appropriate *End-of-Course Tests* and *Subject Examinations* administered by DANTES or USAFI can be used to satisfy the requirements of the Bachelor of Science (nursing) Regents External Degree. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, one should use the list of Subject Standardized Examinations presented earlier as a guide in classifying the End-of-Course and Subject Examinations in the subject matter areas of humanities, social sciences, natural sciences-mathematics, and electives. Credits are allowed for these examinations in accordance with the recommendations established by the American Council on Education.

SAMPLE
REGENTS EXTERNAL DEGREE STATUS REPORT
BACHELOR OF SCIENCE (NURSING)

TITLE		GEN. EDUC.				NURSING							
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Regents External Degree Examinations													
Professional Strategy ( )													
Health Restoration Area I ( ); Area II ( )													
Health Support Area I ( ); Area II ( )													
Clinical Performance ( )													
Health Assessment ( )													
Professional Performance ( )													
1974-76: N. Y. COLLEGE PROFICIENCY EXAMINATIONS													
Freshman English	A	6											
European History	B		6										
Shakespeare	C	3											
Adult Nursing (53)	P						C	C					
Psychiatric-Mental Health Nursing (47)	P						C	C					
Maternal-Child Nursing—Baccalaureate Level (61)	P						C	C					
1970-71: COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)													
Humanities (470)	P	6											
Natural Sciences (510)	P			6									
Mathematics (612)	P			6									
1969-70: UNIVERSITY OF M.													
Span 101: Beginning Spanish I	B	3											
Span 102: Beginning Spanish II	C	3											
Span 201: Intermediate Spanish I	A	3											
Ed 101: Introduction to Education	C				3								
CS 201: Computers and Data Processing	C				3								
Psy 201: Introduction to Psychology	A		3										
Psy 342: Child Psychology	C		3										
Soc 201: Introduction to Sociology	B		3										
PS 101: Earth Science	B			3									
NU 304: Physical Assessment and Health Appraisal	B											C	
Evaluation No. 1 Jane Doe Requirements Satisfied	60	24	15	15	6	0	C	C	0	0	0	C	0
Evaluation No. 2 ______ Requirements Satisfied													
Evaluation No. 3 ______ Requirements Satisfied													
Evaluation No. 4 ______ Requirements Satisfied													
Evaluation No. 5 ______ Requirements Satisfied													
Evaluation No. 6 ______ Requirements Satisfied													

C = Requirements Completely Met; P = Requirements Partially Met; N = Requirements Not Met

Transcript Evaluator: Jane Doe
Program Advisor: John Doe

SAMPLE STATUS REPORT

BACHELOR OF SCIENCE (NURSING)
REGENTS EXTERNAL DEGREE

The sample Status Report on the preceding page indicates how courses and examinations are recorded in the Bachelor of Science (nursing) Degree.

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from two testing agencies (New York College Proficiency Examination Program and the College-Level Examination Program) and one college (University of M.). The examinations and courses previously completed at the testing agencies and the college, which qualify for *partially* fulfilling degree requirements, are recorded.

For the nursing component, an "X" has been used to designate the specific degree requirements to which each examination applies. The code letters at the bottom of the Status Report indicate whether each of the specific degree requirements has been completely met (C); partially met (P); or not met (N). A review of the Status Report indicates that the candidate has satisfied the Health Restoration: Areas I and II and the Health Assessment Performance Examination requirements of the nursing component. The Health Restoration requirements were satisfied on the basis of completing the following New York College Proficiency Examinations: Adult Nursing; Psychiatric-Mental Health Nursing; Maternal-Child Nursing — Baccalaureate Level. The candidate has waived the Health Assessment Performance Nursing Examination by completing a college course with similar content at the University of M. (NU 304 Physical Assessment and Health Appraisal). To complete the nursing component, the candidate must complete the written examinations for Professional Strategy and Health Support — Areas I & II, and the Clinical Performance and Professional Performance examinations. The required Professional Performance Examination cannot be taken until all other nursing component requirements have been met.

In the general education component, the amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the 6 semester hours for the New York College Proficiency Examination, "Freshman English," is classified under the humanities area of the distribution requirement. The total number of semester hours earned in each of the general education areas, as well as the total for all areas, appears at the bottom of the Status Report.

The requirements for the general education component include a "distribution" and a "concentration" requirement, as well as an elective requirement. The total number of semester hours earned in each area of the distribution requirement, as well as those of the elective area, is recorded on the Status Report. Adding the totals of the three areas of the distribution requirement determines that the candidate has completed a total of 54 hours of the 60 semester-hour liberal arts and sciences distribution requirement. This means that the candidate must complete an additional 6 semester hours in *either* social sciences or natural sciences-mathematics to satisfy the total 60 semester-hour distribution requirement.

It is important to realize that, according to the degree requirements, the 60 semester hours of the liberal arts and sciences distribution requirement must be distributed as follows: a minimum of 24 semester hours must be earned in the humanities; a minimum of 15 must be earned in each of the social sciences, including history, and the natural sciences-mathematics. The sample Status Report indicates that the *minimum* requirements have been satisfied, in each of the three areas.

Since the candidate has also earned 6 semester hours of elective credit, after completing 60 semester-hour liberal arts and sciences distribution requirement, a total of 6 more semester hours will have to be completed. Since a total of 72 semester hours is required for the general education component, 6 additional semester hours of electives would be required. These 6 semester hours can be earned in any area, since the candidate is allowed 12 hours of elective credit.

In addition to the distribution and total semester-hour requirements, the candidate must also satisfy the *concentration* requirement. A minimum of 9 semester hours in the arts and sciences must be earned in at least one subject area of the candidate's choice. The sample Status Report indicates that the candidate earned 9 semester hours in Spanish at the University of M. by completing the two beginning Spanish courses and the first intermediate course. Thus, the candidate has satisfied the concentration requirement on the basis of the work presented.

As additional work is presented toward meeting the degree requirements, the grade results will be recorded on an updated version of the Status Report, indicating the cumulative record of the candidate. Successive reports will be sent to the candidate. When all the degree requirements are met, the candidate will be notified of faculty review and graduation.

At the bottom of the actual Status Report are listed the names of the Transcript Evaluator and Program Advisor. Questions regarding the candidate's program may be directed to either. In general, Transcript Evaluators will respond to queries about the Status Report and the status of the candidate's records on file in the registrar's office. Program Advisors will answer questions regarding the planning of a program to fulfill degree requirements.

REGENTS EXTERNAL DEGREES NURSING STAFF
Carrie B. Lenburg, *Coordinator*
Jean M. Arnold, *Assistant Coordinator*
Deborah S. Rapaport, *Administrative Assistant*
Sharon E. Carpinello, *Clinical Associate*
Adele D. S. Mitchell, *Clinical Associate*
Gail A. Rosettie, *Clinical Associate*
Ethel Witkin, *Clinical Associate*

COMMITTEE ON REGENTS EXTERNAL DEGREES IN NURSING

Genrose J. Alfano, *Loeb Center for Nursing and Rehabilitation, Montefiore Hospital Medical Center*

Virginia L. Barker, *Alfred University, College of Nursing and Health Care*

Helen H. Burnside, *Central Administration, Health Sciences, State University of New York (Dean of Nursing School, University of Hawaii at Manoa as of 1977)*

Rose M. Channing, *Middlesex County College, Division of Health Technologies*

Anne Kibrick, *Boston State College, School of Nursing*

Mildred L. Montag, *Professor Emeritus, Teachers College, Columbia University*

Mildred M. Norman, *Harlem Hospital Center School of Nursing*

Sibyl G. Norris, *Syracuse University, School of Nursing*

Irene Pagel, *Adelphi University, School of Nursing*

Dolores F. Saxton, *Nassau Community College, Department of Nursing*

Enda M. Scanlon, *Nursing Consultant*

Louise C. Schlachter, *Pace University, Pleasantville Campus, School of Nursing*

Kathleen M. Sward, *State University of New York at Binghamton, School of Nursing*

Margaret G. Tyson, *Hunter College of The City University of New York, Bellevue School of Nursing*

Beverly A. Warner, *Mohawk Valley Community College, Department of Public Service, Health, and Social Science*

Marion H. Weber, *Monroe County Department of Health*

THE BACHELOR'S REGENTS EXTERNAL DEGREES IN LIBERAL ARTS AND SCIENCE

The University of the State of New York offers two liberal arts and science Regents External Degres on the baccalaureate level — Bachelor of Arts and Bachelor of Science. The degree requirements for both programs are broadly based in the liberal arts — humanities, social sciences, and natural sciences-mathematics — to allow an individual maximum flexibility in planning a program of study. Both of these degrees can be completed with either a liberal studies option or a concentration option in a specific liberal arts subject area. There is no established order in which requirements must be met, nor is there a time constraint on how long it takes to earn either of these external degrees. All of the methods described in the "Approaches to Earning Credit" section of this catalog can be applied toward either the B.A. or the B.S. degree. All credits earned toward satisfying the requirements of the Associate in Arts and Associate in Science Regents External degrees can be applied toward both of these bachelor's degrees.

The Bachelor of Arts degree is more heavily based on the liberal arts and sciences, requiring at least 90 of the 120 credits on the humanities, social sciences, and natural sciences-mathematics. The remaining 30 credits can be earned in any field of college-level study, including professional, technical, or occupational subject areas; or by additional study in the liberal arts and sciences.

The Bachelor of Science degree also requires 120 credit hours but only 60 semester hours must be earned in the liberal arts and sciences. The remaining 60 semester hours may be earned in any field(s) of college-level study (electives), including the liberal arts and sciences. For this reason, the Bachelor of Science degree provides greater flexibility of choice and permits a candidate to accumulate a bloc of up to 60 credits in professional, technical, or occupational subject areas.

The following sections describe the specific requirements for both the Bachelor of Arts and Bachelor of Science external degrees. Candidates should compare closely both sets of requirements with their own educational backgrounds and aspirations to determine which degree better meets their needs. Should a candidate be enrolled in one external degree program and decide that another one would be more appropriate, a transfer of degree program may be requested by informing the registrar in writing.

Those candidates holding one baccalaureate degree from any college or university, who wish to obtain another, should write to the Program office for a statement of the special requirements.

Candidates who wish to enter a graduate program after completing the Bachelor of Arts or Bachelor of Science Regents External Degree should consult the college or university they plan to attend in order to ascertain entrance requirements.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES

PROGRAM OPTIONS

1. Liberal Studies Option

Candidates for this option may pursue a broad liberal arts and sciences study program, as long as they fulfill the degree requirements outlined below. Apart from the basic distribution and level requirements, which call for a minimum number of semester-hour credits in the humanities, the social sciences, and the natural sciences-mathematics, and a minimum number of credits at the beyond elementary and advanced levels, there is no restriction on how the credits in the liberal arts and sciences may be distributed in this option. In the Bachelor of Arts degree program, 90 credits in the liberal arts and sciences are required. In the Bachelor of Science degree program, 60 credits in the liberal arts and science are required.

2. Concentration in a Specific Subject Area

Candidates choosing to concentrate their liberal arts and sciences credits in one subject area must satisfy all of the requirements for the Bachelor of Arts or the Bachelor of Science degree as described below. They must also demonstrate extensive knowledge in a specific subject area. The term *concentration* is used advisedly. It implies a certain amount of specialization in a subject field — such as history or literature in English — rather than a sequential, integrated curriculum in that subject. The requirements for establishing a concentration in a liberal arts and sciences subject area are the same for both the Bachelor of Arts and the Bachelor of Science degrees and are described later in this section.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE

BACHELOR OF ARTS

Degree Requirements

Candidates must complete all of the following requirements:

1. *Minimum number of semester hours* — Candidates must earn a minimum of 120 semester hours.

2. *Distribution Requirements* — Of the 120 semester hours required for the degree, a minimum of 90 must be in the arts and sciences, with a distribution among the humanities, social sciences, (which include history), and natural sciences-mathematics. A minimum of 9 semester hours must be earned in any one of these three areas of study, with a minimum of 12 in each of the remaining two areas. The additional 57 semester hours required in the arts and sciences can be distributed among the three areas or earned in only one of the three areas of the distribution requirement.

3. *Electives* — Of the total 120 semester hours required for the degree, 30 are considered electives and may be earned in any field(s) of collegiate study including vocational, professional, or technical areas, as well as the humanities, the social sciences, and the natural sciences-mathematics.

   An individual who wishes to develop a specialization in a professional or occupational area (e.g., health, building construction) can concentrate as many as 30 hours in that subject area. It is not possible, however, to earn the Regents External Bachelor of Arts degree with a designated concentration in such professional or occupational fields.

4. *Course Level Requirement* — Of the 120 semester hours of credit required, a minimum of 45 semester hours must be earned by completing college courses and/or examinations that are classified as being Beyond the Elementary Level. All 45 Beyond the Elementary Level credits must be in the Arts and Sciences.

   Of the 45 Arts and Science credits Beyond the Elementary Level, a minimum of 12 credits must be at the Advanced Level. The following definitions will be employed in classifying courses:

BACHELOR OF SCIENCE

Degree Requirements

Candidates must complete all of the following requirements:

1. *Minimum number of semester hours* — Candidates must earn a minimum of 120 semester hours.

2. *Distribution Requirements* — Of the 120 semester hours required for the degree, a minimum of 60 must be in the arts and sciences, with a distribution among the humanities, the social sciences (which include history), and the natural sciences-mathematics. A minimum of 6 semester hours must be earned in any one of the three areas of study, with a minimum of 9 in each of the remaining two areas. The additional 36 semester hours needed to satisfy the 60 hours required in the arts and sciences can be distributed among the three areas or earned in only one of the three areas of the distribution requirement.

3. *Electives* — Of the total 120 semester hours required for the degree, 60 are considered electives and may be earned in any field(s) of college study, including vocational, professional, or technical areas, as well as the humanities, the social sciences, and the natural sciences-mathematics.

   An individual who wishes to develop a specialization in a professional or occupational area (e.g., health, building construction) can concentrate as many as 60 hours in that subject area. It is not possible, however, to earn the Regents External Bachelor of Science degree with a designated concentration in such professional or occupational fields.

4. *Course Level Requirement* — Of the 120 semester hours of credit required, a minimum of 45 semester hours must be earned by completing college courses and/or examinations that are classified as being Beyond the Elementary Level. At least 30 of these 45 must be in the Arts and Sciences. The remaining 15 semester hours required Beyond the Elementary Level may be in *any* elective field, including the Arts and Sciences.

   Of the 30 Arts and Science credits Beyond the Elementary Level, a minimum of 12 credits must be at the Advanced Level. The following definitions will be employed in classifying courses:

BACHELOR OF ARTS

Elementary Level: The content of these courses is on a beginning college level. For example, a two-semester sequence of courses in Introductory or General Psychology would be classified as being elementary level.

Beyond Elementary (Intermediate) Level: The content of these courses is beyond the level of a beginning (elementary) college course. Such courses assume that the student has background knowledge in the subject matter area equivalent to at least one introductory course; this may or may not be stated as a formal prerequisite by an institution. For example, a Social Psychology course which assumes prior knowledge of general psychology would be classified as beyond elementary level.

Advanced Level: The content of these courses in beyond the intermediate level. Such courses assume that the student has background knowledge in the subject matter area equivalent to the elementary or intermediate level. In many cases these courses will have as formal prerequisites the completion of lower-level courses. For example, a course in Experimental Psychology which assumes prior knowledge of general psychology as well as more specific aspects of psychology would be classified as advanced level.

In providing course-level recommendations, institutions are requested to base their classification strictly on the course content and the place of this course in the sequence of its curriculum in that subject. A complete, detailed statement on the classification of courses by level is available from the Regents External Degree registrar. The candidate should consult the section below in the "Methods of Satisfying Degree Requirements" section, entitled "College Courses," to determine the type of information which must be forwarded directly to the Regents External Degree Program, along with an official copy of the candidate's transcript, by the institution where the courses were completed. Proficiency examinations which can be used to satisfy the degree requirements have been classified according to level and distribution area in the listings within this degree description section.

5. *Minimum Academic Average* — Candidates will be required to achieve a cumulative aver-

BACHELOR OF SCIENCE

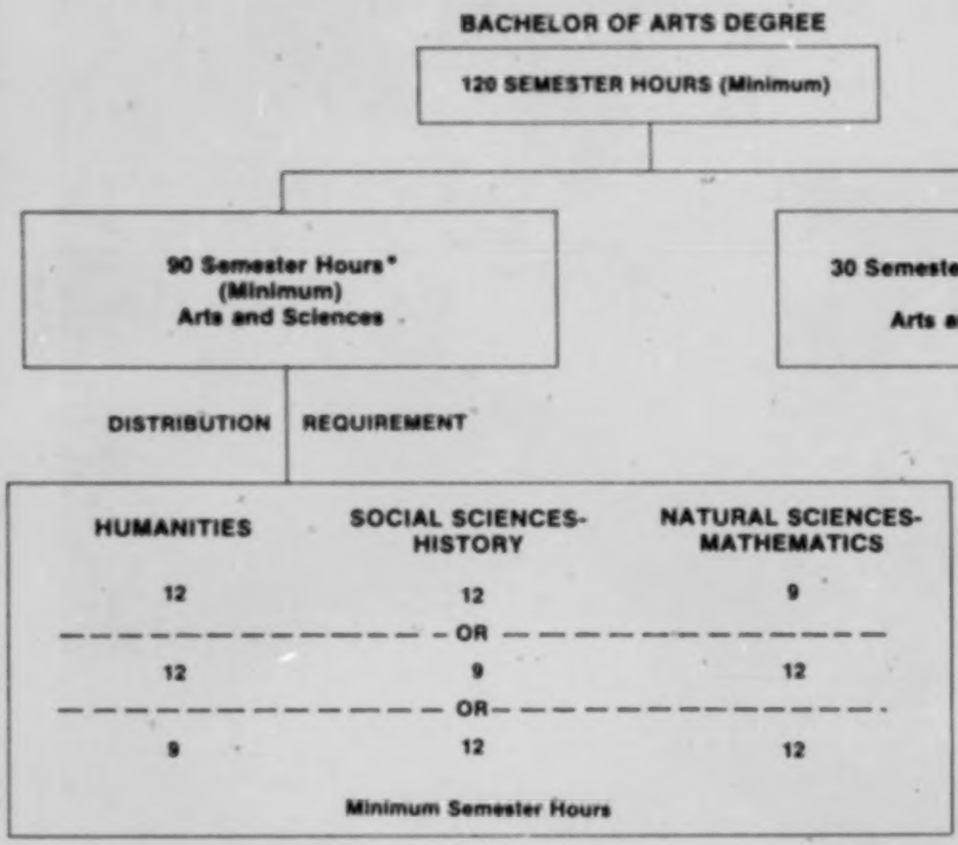
Elementary Level: The content of these courses is on a beginning college level. For example, a two-semester sequence of courses in Introductory or General Psychology would be classified as being elementary level.

Beyond Elementary (Intermediate) Level: The content of these courses is beyond the level of a beginning (elementary) college course. Such courses assume that the student has background knowledge in the subject matter area equivalent to at least one introductory course; this may or may not be stated as a formal prerequisite by an institution. For example, a Social Psychology course which assumes prior knowledge of general psychology would be classified as beyond elementary level.

Advanced Level: The content of these courses is beyond the intermediate level. Such courses assume that the student has background knowledge in the subject matter area equivalent to the elementary or intermediate level. In many cases these courses will have as formal prerequisites the completion of lower-level courses. For example, a course in Experimental Psychology which assumes prior knowledge of general psychology as well as more specific aspects of psychology would be classified as advanced level.

In providing course-level recommendations, institutions are requested to base their classification strictly on the course content and the place of this course in the sequence of its curriculum in that subject. A complete, detailed statement on the classification of courses by level is available from the Regents External Degree registrar. The candidate should consult the section below in the "Methods of Satisfying Degree Requirements" section, entitled "College Courses," to determine the type of information which must be forwarded directly to the Regents External Degree Program, along with an official copy of the candidate's transcript, by the institution where the courses were completed. Proficiency examinations which can be used to satisfy the degree requirements have been classified according to level and distribution area in the listings within this degree description section.

5. *Minimum Academic Average* — Candidates will be required to achieve a cumulative aver-


BACHELOR OF ARTS DEGREE
120 SEMESTER HOURS (Minimum)
90 Semester Hours*
(Minimum)
Arts and Sciences
30 Semester Hours Electives
or
Arts and Sciences
DISTRIBUTION
REQUIREMENT

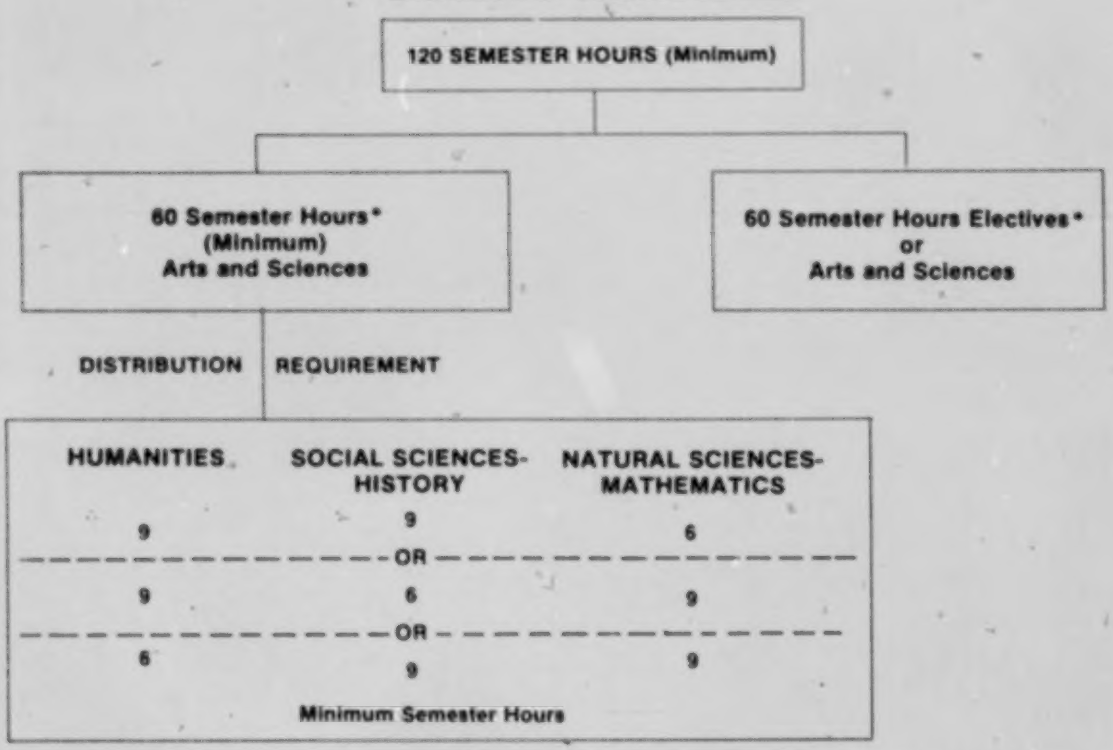
HUMANITIES	SOCIAL SCIENCES-HISTORY	NATURAL SCIENCES-MATHEMATICS
12	12	9
OR		
12	9	12
OR		
9	12	12

Minimum Semester Hours

---

* Of the 90 semester hours in the arts and sciences, a minimum of 45 must be *beyond the elementary* level, of which a minimum of 12 semester hours must be at the advanced level.

BACHELOR OF SCIENCE DEGREE


120 SEMESTER HOURS (Minimum)
60 Semester Hours* (Minimum) Arts and Sciences
60 Semester Hours Electives* or Arts and Sciences
DISTRIBUTION REQUIREMENT

HUMANITIES	SOCIAL SCIENCES-HISTORY	NATURAL SCIENCES-MATHEMATICS
9	9	6
	OR	
9	6	9
	OR	
6	9	9

Minimum Semester Hours

*A minimum of 45 semester hours of the 120 must be *beyond the elementary* level; of these at least 30 must be in the arts and sciences and the remaining 15 may be in any elective area. Of the 30 semester hours required in the arts and sciences beyond the elementary level, a minimum of 12 semester hours must be at the *advanced* level.

BACHELOR OF ARTS

age of "C" or better to earn a Bachelor of Arts degree. Although grades of "D" will be accepted for credit on the basis of previous college study or proficiency examinations, these grades must be balanced by an equivalent number of "A" or "B" credit hours to achieve the cummulative "C" average. Only those grades which the candidate wishes to apply toward the degree will be recorded and kept on file. No grade of "F" will be accepted for credit; nor will "F" be counted in the computation of the cumulative average. In those cases where "Pass-Fail" grades have been assigned, the "Pass" grade will be accepted for credit, but will not be used to compute the cumulative average. For further information on computing the cumulative average, please refer to the "Grading" subsection in the "General Information" section of this catalog.

BACHELOR OF SCIENCE

age of "C" or better to earn a Bachelor of Science degree. Although grades of "D" will be accepted for credit on the basis of previous college study or proficiency examinations, these grades must be balanced by an equivalent number of "A" or "B" credit hours to achieve the cumulative "C" average. Only those grades which the candidate wishes to apply toward the degree will be recorded and kept on file; no grade of "F" will be accepted for credit; nor will "F" grades be counted in the computation of the cumulative average. In those cases where "Pass-Fail" grades have been assigned, the "Pass" grade will be accepted for credit, but will not be used to compute the cumulative average. For information on computing the cumulative average, please refer to the "Grading" subsection in the "General Information" section of this catalog.

METHODS OF SATISFYING BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREE REQUIREMENTS

The Bachelor of Arts and Bachelor of Science degree requirements can be satisfied by:

1. College courses from regionally accredited colleges
2. Proficiency Examinations, including those offered through DANTES and USAFI
3. Military service school courses and Military Occupational Specialties (MOS's)
4. Special Assessment
5. Evaluated noncollegiate educational programs
6. FAA Airman Certificates

Degree requirements may be satisfied by any one or a combination of the above methods as long as proper distribution, course level, and grade point average requirements are satisfied. It is important for degree candidates to guard against duplication of credit. (Please refer to the subsection with this title in the "General Information" section of this catalog.)

1. College Courses

TRANSCRIPTS — Only official transcripts from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the dates of attendance.

In addition to forwarding a copy of the candidate's official transcript, the registrar at the institution through which the credits were earned *must also provide information regarding the level classification of the courses.* This information must indicate for each course whether it was completed at the elementary, beyond elementary, or advanced level. This can usually be done by providing official course content descriptions, information on the sequence of courses, and a course numbering key.

GRADING AND CLASSIFICATION POLICIES — There is no restriction on how long ago a course may have been completed for it to be considered for credit. Only those grades and courses that the candidate desires to apply toward the degree will be evaluated in terms of satisfying grade point average, course-level, and distribution requirements. Only those courses in which a grade of "D" or better was achieved can be used for purposes of satisfying degree requirements. However, grades of "D" must be balanced by "B" or better grades in order to achieve the necessary 2.0 or "C" average for graduation.

The number of semester hours of *credit allowed* for individual courses is usually determined by the amount of credit that appears on the transcript, as granted by the institution at which the courses were completed. Credit hours earned at colleges on a quarter system must be multiplied by two-thirds in order to convert them to semester hours.

Those courses that can be classified as satisfying the *distribution requirement* in humanities, social sciences, or natural sciences-mathematics will be recorded in the appropriate category. If a particular course is identified as not being related to one of these areas, it will be classified as elective credit.

Courses which may be used to satisfy the humanities requirement are those in such fields of study as art, drama, theatre, philosophy, classics, language, English, or literature. Courses in such areas as anthropology, economics, history, political science, psychology, or sociology may be used to satisfy the social sciences requirement. The natural sciences-mathematics requirement may be satisfied by courses in such fields as biology, chemistry, calculus, statistics, or geology. Courses in other areas such as management, engineering, nursing, and college-level vocational and technical subjects can be used as free electives. Physical education activities courses cannot be counted for credit.

A sample list of the types of courses which are classified in the subject areas of humanities, social sciences, natural sciences-mathematics, and electives follows. It should be noted that this is a *sample* list, and does not contain all courses that can qualify for credit in a particular area.

A determination of whether a course can be used to satisfy the *course-level requirements* will be made in accordance with the level definitions stated in the degree requirements.

SAMPLE LIST OF REGULAR COLLEGE COURSES CLASSIFIED ACCORDING TO SUBJECT MATTER AREA

Humanities	**Social Sciences**	**Natural Sciences-Mathematics**	**Electives**
English Composition	Geography	College Chemistry	Building Construction
American Literature	Introduction to Anthropology	General Physics	Introduction to Accounting
Elementary Latin	Economics	Astronomy	Introduction to Business Administration
History of Art	Sociology	Basic Mathematics	Fundamentals of Nursing
Studio Art	Psychology	College Mathematics	Techniques of Teaching
Theatre	American Government	Introduction to Statistics	Secretarial Science
Music Appreciation	Western Civilization	General Biology	Health Education
Intermediate French	History	Earth Science	Mental Hygiene
Religion	Educational Psychology	Algebra	Reading Instruction
Philosophy		General Science	

2. Proficiency Examinations

TRANSCRIPTS — The Regents External Degree Program will grant credit for successful completion of college-level proficiency examinations offered by the following programs:

- New York College Proficiency Examination Program (CPE)
- Regents External Degree Examination Program (REDE)
- College Board Advanced Placement Examinations (AP)
- College-Level Examination Program — both single subject and general examinations — (CLEP)
- Defense Activity for Non-Traditional Education Support (DANTES) and United States Armed Forces Institute (USAFI)
- Graduate Record Examination Advanced Tests (GRE)
- Undergraduate Program Field Tests (UP)

Only *official* transcripts from these testing agencies will be evaluated and acceptable credit applied toward satisfying the requirements for the Bachelor of Arts or the Bachelor of Science degree. It does not matter when a candidate takes an examination or how long it takes to complete the requirements for the Bachelor of Arts or the Bachelor of Science degrees. Discontinued examinations will be evaluated for credit as long as official transcripts are available.

GRADING AND CLASSIFICATION POLICIES — There is no time limit for completion of an examination for it to be considered for credit toward either baccalaureate degree. Only those grades and examinations that candidates desire to apply toward their degrees will be evaluated. Only those examinations with a grade of "D," "Pass," or minimum acceptable score, as determined by the Regents faculty committee, will be accepted toward meeting the degree requirements.

The minimum acceptable scores for CPE, REDE, AP, CLEP, DANTES, USAFI, GRE, and UP tests are found in the Approaches to Earning Credit" section of this catalog. Grades of "D" must be balanced by "A" or "B" grades, in order to achieve the necessary 2.0 or "C" average for graduation. The examinations submitted by a candidate will be evaluated in terms of satisfying grade point average, level, and distribution requirements.

Those examinations offered by recognized testing agencies that can be classified as satisfying the distribution requirement in humanities, social sciences, or natural sciences-mathematics will be recorded in the appropriate category. If a particular examination is not related to one of these areas, it will be classified as elective credit. Each examination will also be classified as elementary, beyond elementary, or advanced level.

It should be noted that the College-Level Examination Program (CLEP), General Examinations in English, Humanities, Natural Sciences, and Social Sciences-History are equivalent to the United States Armed Forces Institute GED-College Level Examinations in Expression, Literary Materials, Natural Sciences, and Social Studies, respectively. The completion of both types of examinations in a particular subject matter is considered duplication of credit, and only one test will be counted for credit toward a Regents External Degree. In the case of English Composition, a maximum of 6 credit hours will be awarded, regardless of the number of examinations and/or courses completed.

A list of approved examinations for fulfilling both the Bachelor of Arts and Bachelor of Science Regents External Degree requirements, classified by level, is found later in this section. As new examinations are developed they will be classified according to the distribution requirements in the humanities, social sciences, or natural sciences-mathematics categories.

3. **Military Service School Courses and Military Occupational Specialties (MOS's)**

Credits may be earned toward the Bachelor of Arts or the Bachelor of Science degrees by completing military service school courses which contain college-level work and which have been evaluated by the Office on Educational Credit, formerly the Commission on Accreditation of Service Experiences (CASE), of the American Council on Education. The same is true for a selected number of Army Military Occupational Specialties (MOS's). The recommendations provided by that office will be used to determine the amount of academic credit to be granted toward the Bachelor of Arts or the Bachelor of Science degree, and to classify the courses in terms of the distribution and course-level requirements.

4. **Special Assessment**

Special Assessment can be used as a means of earning credit toward the Bachelor of Arts or the Bachelor of Science degrees. The amount and type of credit allowed will depend on the type of college-level knowledge presented for validation. A complete description of Special Assessment is provided in the "Approaches to Earning Credit" section of this catalog.

5. **Evaluated Noncollegiate Educational Programs**

Credit can be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions, police academies, and other agencies, which have been evaluated by the New York State Education Department's Office on Noncollegiate Sponsored Instruction or the American Council on Education and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

6. **FAA Airman Certificates**

Credits are awarded for certain Federal Aviation Administration (FAA) Airman (Pilot) Certificates, but may be used toward fulfillment of *only the elective requirements* of the Bachelor of Arts and the Bachelor of Science Regents External Degrees. Further information is found in the "Approaches to Earning Credit" section of this catalog.

MEETING CONCENTRATION REQUIREMENTS FOR THE BACHELOR OF ARTS OR BACHELOR OF SCIENCE REGENTS EXTERNAL DEGREE

The knowledge required to establish a concentration in a specific arts and sciences subject area for either degree may be demonstrated in one of the following ways:

1. Successfully completing an approved Graduate Record Examination (GRE) Advanced Test administered by the Educational Testing Service of Princeton, New Jersey. A total of 39 credit hours will be awarded for this examination, *of which 12 will be classified on the elementary level, 12 as beyond the elementary level, and 15 on the advanced level.* In addition to satisfying the requirement for a concentration in a subject area, these credit hours will also count toward the fulfillment of the total, distribution, and course-level requirements for the bachelor's degrees. Below are the GRE Advanced Tests which can be used to establish a concentration:

   Biology
   Chemistry
   Computer Science
   Economics
   French *(Literature)*
   Geography
   Geology
   German *(Literature)*
   History
   Literature in English
   Mathematics
   Music
   Philosophy
   Physics
   Political Science
   Psychology
   Sociology
   Spanish *(Literature)*

   Further information on GRE Advanced Tests may be found in the "Approaches to Earning Credit" section of this catalog.

2. Successfully completing an Undergraduate Program (UP) Field Test, administered by the Educational Testing Service and/or the Regents External Degree Program in an approved subject area; *AND* either 9 credits of work at the advanced level in the concentration subject, or an advanced level examination in an area specialty. This test will be designed by the Regents External Degree Program following the policies established for Special Assessment. A total of 30 semester hours will be awarded for the UP Field Test, *of which 12 will be classified on the elementary level, 12 as beyond the elementary level, and 6 on the advanced level.*

   In addition to satisfying the requirements for concentration in a subject area, the credits earned on both examinations will be applied to the total, distribution and course-level requirements for the bachelor's degrees.

   The subject areas in which the Undergraduate Program Field Tests can be used to partially establish a concentration are:

   Art History
   Biology
   Chemistry
   Drama and Theatre
   Economics
   French *(Literature)*
   Geography
   Geology
   German *(Literature)*
   History
   Literature
   Mathematics
   Music
   Philosophy
   Physics
   Political Science
   Psychology
   Sociology
   Spanish *(Literature)*

   Further information on UP Field Tests may be found in the "Approaches to Earning Credit" section of this catalog.

3. Applying to the Regents External Degree Program for waiver of the examination requirement on the basis of appropriate and sufficient college courses in the subject area. Included in this course work must be at least 15 credit hours on the advanced level, and at least another 12 credit hours beyond the elementary level. The faculty committee for the bachelor's degrees will determine whether the course work submitted is adequate in content, scope, and grades achieved to earn a concentration in that discipline or subject matter area.

   Note: A concentration in a bachelor's degree can be established only in one of the approved subject areas listed above for the GRE and UP examinations.

4. Applying to the Regents External Degree Program for a waiver of the examination requirement on the basis of Special Assessment.

5. For a concentration in French *Language and Literature* (or German or Spanish *Language and Literature*), in addition to the GRE, or

the UP examination, plus the area specialty examination, a candidate must also complete the Listening and Speaking portions of the Modern Language Association Foreign Language Proficiency Test in the appropriate language. This test is described in the "Examination Content Descriptions" section of this catalog. For individuals completing all of Battery A and Battery B of the MLA Examination, in addition to the GRE or UP Field Test in that same language, the following credits for the MLA examination will be eliminated as duplicative of the GRE or UP Field Test:

Battery A:
  Reading (6 credits)
Battery B:
  Civilization and Culture (3 credits)

For a concentration in language and literature earned by course work, such work must demonstrate the equivalent speaking and listening knowledge of the language.

6. For candidates electing to pursue a concentration in a laboratory science (i.e., biology, chemistry, geology, or physics), in addition to the requirements stated above, evidence of appropriate laboratory experience must be demonstrated. Such laboratory experience should be equivalent to that contained in at least two courses in the appropriate science, at least one of which must be beyond the elementary level. Experience in the laboratory may be shown by work experience, college course work, or other means that display the candidate's knowledge and experience with laboratory techniques.

APPROVED EXAMINATIONS FOR FULFILLING THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE REGENTS EXTERNAL DEGREE REQUIREMENTS, CLASSIFIED BY LEVEL

CPE = New York College Proficiency Examination
REDE = Regents External Degree Examination
AP = Advanced Placement (College Board) Examinations
CLEP = College-Level Examination Program
DANTES = Defense Activity for Non-Traditional Education Support Test
GRE = Graduate Record Examination Advanced Test
UP = Undergraduate Program Field Test
USAFI = United States Armed Forces Institute Test

CPE, REDE, AP, CLEP, GRE, and UP Tests are listed alphabetically by the exact title of the examination under the subject area distribution. DANTES and USAFI examinations are listed with the GED's first, followed by the SA/SB examinations in numerical order according to subject area distribution. Therefore, the reader should check the entire list for each subject area.

Advanced level credit will be granted only for GRE's and UP's in arts and science subjects. For all examinations listed in the elective category this credit will be counted toward only the beyond elementary level requirement of the Bachelor of Science Degree.

Key to levels:

EL = Elementary Level
BE = Beyond Elementary Level
AD = Advanced Level
CO = Combination of all three levels

Breakdown of credit levels for examinations labeled "CO"*

CPE Health I, II, and III Examinations
Each earns:
4 credits elementary
4 credits beyond elementary
4 credits advanced
Total: 12

REDE Examinations in Foreign Languages (MLA) (Battery A)
6 credits elementary
9 credits beyond elementary
9 credits advanced
Total: 24

Graduate Record Advanced Examinations (GRE)
12 credits elementary
12 credits beyond elementary
15 credits advanced
Total: 39

Undergraduate Program Field Tests (UP)
12 credits elementary
12 credits beyond elementary
6 credits advanced
Total: 30

---

*Use of electives to satisfy course level requirements is restricted; consult specific degree requirements.

PREPARED BY	AREA AND TITLE	CREDITS	LEVEL
	Humanities		
CLEP	American Literature	6	BE
CPE	American Literature: The Beginnings to the Civil War	3	BE
CPE	American Literature: The Civil War to the Present	3	BE
CLEP	Analysis and Interpretation of Literature	6	BE
CPE	Applied Music, Major Level	4	BE
CPE	Applied Music, Minor Level	2	EL
AP	Art	6	EL
UP	Art History	30	CO
AP	Classics	6	EL
CLEP	College French	6-12*	CO
CLEP	College German	6-12*	CO
CLEP	College Spanish	6-12*	CO
UP	Drama and Theatre	30	CO
AP	English	6	EL
CLEP	English Composition — General	3	EL
CLEP	English Composition — Subject	6	EL
CLEP	English Literature	6	BE
AP	French	6	EL
GRE	French	30	CO
UP	French	30	CO
REDE	French (Battery A)	24	CO
REDE	French (Battery B): Applied Linguistics	3	BE
CPE	Freshman English	6	EL
CLEP	Freshman English	6	EL
AP	German	6	EL
GRE	German	30	CO
UP	German	30	CO
REDE	German (Battery A)	24	CO
REDE	German (Battery B): Applied Linguistics	3	BE
CLEP	Humanities — General	6	EL
REDE	Italian (Battery A)	24	CO
REDE	Italian (Battery B): Applied Linguistics	3	BE
UP	Literature	30	CO
GRE	Literature in English	30	CO
AP	Music	6	EL
GRE	Music	30	CO
UP	Music	30	CO
GRE	Philosophy	30	CO
UP	Philosophy	30	CO
CPE	Philosophy of Education	6**	AD
REDE	Russian (Battery A)	24	CO
REDE	Russian (Battery B): Applied Linguistics	3	BE
UP	Scholastic Philosophy	30	CO
CPE	Shakespeare	3	AD
AP	Spanish	6	EL
GRE	Spanish	30	CO
UP	Spanish	30	CO
REDE	Spanish (Battery A)	24	CO
REDE	Spanish (Battery B): Applied Linguistics	3	BE
	Social Sciences		
CPE	African and Afro-American History	6	BE
CLEP	Afro-American History	3	EL
CLEP	American Government	3	EL
CPE	American History	6	EL
AP	American History	6	EL
CLEP	American History	6	EL
CLEP	Behavioral Sciences for Nurses	6	EL
GRE	Economics	30	CO
UP	Economics	30	CO
CPE	Educational Psychology	3-6***	BE
CLEP	Educational Psychology	3	BE
CPE	European History	6	EL
AP	European History	6	EL
REDE	French (Battery B): Civilization and Culture	3	BE
CLEP	General Psychology	3	CO
GRE	Geography	30	CO
UP	Geography	30	CO
REDE	German (Battery B): Civilization and Culture	3	BE
GRE	History	30	CO
UP	History	30	CO
CPE	History of American Education	3	AD
CLEP	History of American Education	3	BE
CLEP	Human Growth and Development	3	BE
CLEP	Introductory Economics	6	EL
CLEP	Introductory Macroeconomics	3	EL
CLEP	Introductory Microeconomics	3	EL
CLEP	Introductory Micro- and Macroeconomics	3	EL
REDE	Italian (Battery B): Civilization and Culture	3	BE
GRE	Political Science	30	CO
UP	Political Science	30	CO
GRE	Psychology	30	CO
UP	Psychology	30	CO
REDE	Russian (Battery B): Civilization and Culture	3	BE
CLEP	Social Sciences/History — General	6	EL
GRE	Sociology	30	CO
UP	Sociology	30	CO
CLEP	Sociology (Introductory)	6	EL
REDE	Spanish (Battery B): Civilization and Culture	3	BE
CLEP	Western Civilization	6	EL

---

*6 credits for score of 40-49; 12 credits (6 elementary, 6 beyond elementary) for score of 50 or more.

**Graduate-level examination

***Exams taken up to October 1972 were 6-credit exams; thereafter, 3-credit exams were given.

PREPARED BY	AREA AND TITLE	CREDITS	LEVEL
	Natural Sciences-Mathematics		
CPE	Anatomy and Physiology	6	EL
CLEP	Anatomy-Physiology-Microbiology	6	EL
CPE	Biology	6	EL
AP	Biology	6	EL
CLEP	Biology	6	EL
GRE	Biology	30	CO
UP	Biology	30	CO
AP	Chemistry	6	EL
GRE	Chemistry	30	CO
UP	Chemistry	30	CO
CLEP	College Algebra	3	EL
CLEP	College Algebra and Trigonometry	3	EL
GRE	Computer Science	30	CO
CPE	Earth Science	6	BE
CLEP	General Chemistry	6	EL
CLEP	Geology	6	BE
GRE	Geology	30	CO
UP	Geology	30	CO
CLEP	Introductory Calculus	6	EL
CLEP	Introductory Calculus with Analytical Geometry	6	EL
AP	Mathematics	6	EL
GRE	Mathematics	30	CO
UP	Mathematics	30	CO
CLEP	Mathematics — General	6	EL
CLEP	Microbiology	3	BE
CLEP	Natural Sciences — General	6	EL
AP	Physics	6	EL
GRE	Physics	30	CO
UP	Physics	30	CO
CLEP	Statistics	3	EL
CLEP	Trigonometry	3	EL
	Electives		
CLEP	Accounting (Introductory)	6	EL
CPE	Adult Nursing	12*	BE
UP	Business	30	CO**
REDE	Business — Accounting (Level I)	6	EL
REDE	Business — Accounting (Level II)	9	BE
REDE	Business — Accounting (Level III)	12	AD**
REDE	Business — Business Environment and Strategy	6	BE
REDE	Business — Finance (Level I)	6	EL
REDE	Business — Finance (Level II)	9	BE
REDE	Business — Finance (Level III)	12	AD**
REDE	Business — Management of Human Resources (Level I)	6	EL
REDE	Business — Management of Human Resources (Level II)	9	BE
REDE	Business — Management of Human Resources (Level III)	[illegible]	AD**
REDE	Business — Marketing (Level I)	3	EL
REDE	Business — Marketing (Level II)	9	BE
REDE	Business — Marketing (Level III)	12	AD**
REDE	Business — Operations Management (Level I)	9	EL
REDE	Business — Operations Management (Level II)	9	BE
REDE	Business — Operations Management (Level III)	12	AD**
CLEP	Chemistry (Clinical)	6	EL
CLEP	Computer Programming, Elementary: Fortran IV	3	EL
CLEP	Computers and Data Processing	3	EL
CPE	Corrective and Remedial Instruction in Reading	6***	AD**
CPE	Criminal Investigation	3	BE
CPE	Diagnosis and Remediation of Reading Problems	6***	AD**
GRE	Education	30	CO**
UP	Education	30	CO**
GRE	Engineering	30	CO**
UP	Engineering	30	CO**
REDE	French (Battery B): Professional Preparation (Teaching Methods)	3	BE
CPE	Fundamentals of Nursing	10	EL
CLEP	Fundamentals of Nursing	6	EL
REDE	German (Battery B): Professional Preparation (Teaching Methods)	3	BE
CPE	Health Education I: Personal Health — Physical Aspects	12	CO**
CPE	Health Education II: Personal Health — Emotional-Social Aspects	12	CO**
CPE	Health Education III: Public-Environmental Health	12	CO**
CLEP	Hematology	6	EL
CLEP	Immunohematology and Blood Banking	6	EL
CPE	Intermediate Typewriting	3	BE****
CLEP	Introduction to Business Management	3	EL
CPE	Introduction to Criminal Justice	3	EL
CLEP	Introductory Business Law	3	EL
CLEP	Introductory Marketing	3	EL
CPE	Introductory Typewriting	3	EL
REDE	Italian (Battery B): Professional Preparation (Teaching Methods)	3	BE

---

*Formerly called Medical-Surgical Nursing.

**Advanced level credit will be granted only for examinations in arts and science subjects. For all examinations listed in the *elective* category this credit will be counted toward only the beyond elementary level requirement of the Bachelor of Science Degree.

***Graduate-level examinations.

****Regents External Degree candidates who do not already have credit in Introductory Typewriting will be granted a total of 6 credits if they successfully complete Intermediate Typewriting.

PREPARED BY	AREA AND TITLE	CREDITS	LEVEL
CPE	Maternal and Child Nursing (Associate Level)	6	BE
CPE	Maternal and Child Nursing (Baccalaureate Level)	12	AD*
CLEP	Medical-Surgical Nursing	6	BE
CLEP	Money and Banking	3	EL
REDE	Nursing — Clinical Performance	8	BE
REDE	Nursing — Commonalities in Nursing Care: Area I	4	EL
REDE	Nursing — Commonalities in Nursing Care: Area II	4	EL
REDE	Nursing — Differences in Nursing Care: Area I	4	BE
REDE	Nursing — Differences in Nursing Care: Area II	4	BE
REDE	Nursing — Differences in Nursing Care: Area III	4	BE
REDE	Nursing — Nursing Health Care	4	EL
REDE	Nursing — Occupational Strategy	4	EL
UP	Physical Education	30	CO*
CPE	Psychiatric-Mental Health Nursing	6	BE
CPE	Reading Instruction in the Elementary School	6	AD*
REDE	Russian (Battery B): Professional Preparation (Teaching Methods)	3	BE
REDE	Spanish (Battery B): Professional Preparation (Teaching Methods)	3	BE
UP	Speech Pathology and Audiology	30	CO*
CLEP	Tests and Measurements	3	EL

---

*Advanced level credit will be granted only for examinations in arts and science subjects. For all examinations listed in the *elective* category this credit will be counted toward only the beyond elementary level requirement of the Bachelor of Science Degree.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) and UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS

The United States Armed Forces Institute (USAFI) formerly a U.S. Department of Defense organization, up to June 1974 offered many examinations, including the General Educational Development (GED) — College-Level Examinations, Subject Standardized Tests, End-of-Course Tests, and Subject Examinations, which can be used to fulfill many Regents External Degree requirements. Currently the Defense Activity for Non-Traditional Education Support (DANTES) provides many of USAFI's testing activities, including the (CLEP) General and Subject examinations and the former USAFI Subject Standardized Tests.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) EXAMINATIONS

SS = Subject Standardized Tests

TYPE	AREA AND TITLE	CREDITS	LEVEL
	Humanities		
SS	SB404 Survey of English Literature I	3	BE
SS	SB405 Survey of English Literature II	3	BE
SS	SA408 Survey of American Literature I	3	BE
SS	SA409 Survey of American Literature II	3	BE
SS	SA577 Beginning French I	3	EL
SS	SA578 Beginning French II	3	EL
SS	SA579 Beginning German I	3	EL
SS	SA580 Beginning German II	3	EL
SS	SA583 Beginning Spanish I	3	EL
SS	SA584 Beginning Spanish II	3	EL
SS	SA585 Beginning Italian I	3	EL
SS	SA586 Beginning Italian II	3	EL
SS	SA620 Technical Writing	3	EL
	Social Sciences		
SS	SB453 Principles of Economics I	3	EL
SS	SB454 Principles of Economics II	3	EL
SS	SB457 History of Western Civilization to 1500	3	EL
SS	SB458 History of Western Civilization since 1500	3	EL
SS	SA462 History of the American Negro	3	EL
SS	SA467 History of Modern East Asia	3	BE
SS	SA468 History of Southeast Asia	3	BE
SS	SA471 History of Africa	3	BE
SS	SA472 Problems of Contemporary Latin America	3*	BE
SS	SA481 Modern European Governments	3	BE
SS	SA482 Modern Asian Governments	2	BE
SS	SA488 Psychology of Adjustment	3	BE
SS	SA491 Educational Psychology	3	BE
SS	SA494 General Anthropology	3	EL
SS	SB498 Criminology	3	EL
SS	SA561 History and Philosophy of Education	3	BE
	Natural Sciences-Mathematics		
SS	SA424 Intermediate College Algebra	3	EL
SS	SB425 College Algebra	3	EL
SS	SB433 Basic Statistics	3	EL
SS	SA435 Plane Trigonometry	2	EL
SS	SA440 Calculus I	4	EL
SS	SA441 Calculus II	4	EL
SS	SA445 Differential Equations	3	AD
SS	SA446 Linear Algebra	3	AD
SS	SB500 Astronomy	3	BE
SS	SA505 General Geophysics	3	AD
SS	SA510 Oceanography	3	BE
SS	SB512 Principles of Physical Science I	3	EL
SS	SA514 College Chemistry I	3	EL
SS	SA515 College Chemistry II	3	EL
SS	SB517 College Physics I	3	EL
SS	SB518 College Physics II	3	EL
SS	SA519 Geology I	3	BE

---

*Not applicable if taken after 4/1/76

TYPE	AREA AND TITLE	CREDITS	LEVEL
SS	SA520 Geology II	3	BE
SS	SA550 Climatology/Meteorology	3	BE
SS	SA781 Fundamentals of Electricity	2	EL
	Electives		
SS	SA497 Introduction to Law Enforcement	3	EL
SS	SA525 Principles of Accounting I	3	EL
SS	SB533 Business Law I	3	EL
SS	SB534 Business Law II	3	EL
SS	SA535 Introduction to Data Processing	2*	EL
SS	SA539 Principles of Management	3	EL
SS	SB543 Introduction to Business	3	EL
SS	SA546 Risk and Insurance	3	EL
SS	SA548 Money and Banking	3	EL
SS	SA549 Marketing	3	EL
SS	SA560 Introduction to Education	3	EL
SS	SA562 Principles of Guidance	3	BE
SS	SA568 Introduction to Forestry	3	EL
SS	SA740 Auto Mechanics I	3	EL
SS	SA741 Auto Mechanics II	3	EL
SS	SA756 Introduction to Carpentry	3	EL
SS	SB770 Basic Technical Drawing and Graphics	3	EL
SS	SA785 Electrical Measuring Instruments	3	EL
SS	SA788 Introduction to Electronics I	3	EL
SS	SA789 Introduction to Electronics II	3	EL
SS	SA810 Technical Mathematics I	5	EL
SS	SA811 Technical Mathematics II	5	EL
SS	SB885 Principles of Radio	3	EL
SS	SA890 Radio Servicing	4	EL
SS	SA891 Television Servicing	4	EL
SS	SA936 Introduction to Refrigeration	4	EL
SS	SA960 Introduction to Quality Control	3*	BE

---

*Not applicable if taken after 4/1/76

UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS*

GED = GED — College-Level Examinations
SS = Subject Standardized Tests

Humanities

TYPE	AREA AND TITLE	CREDITS	LEVEL
GED	Expression	3	EL
GED	Literary Materials	6	EL
SS	SB400 English Composition I	3	EL
SS	SB401 English Composition II	3	EL
SS	SA404 Survey of English Literature I	3	BE
SS	SA405 Survey of English Literature II	3	BE
SS	SA415 Speech I	2	EL
SS	SA416 Speech II	2	EL
SS	SA575 Beginning Latin I	3	EL
SS	SA576 Beginning Latin II	3	EL
SS	SA577 Beginning French I	3	EL
SS	SA578 Beginning French II	3	EL
SS	SA579 Beginning German I	3	EL
SS	SA580 Beginning German II	3	EL
SS	SA581 Beginning Russian I	3	EL
SS	SA582 Beginning Russian II	3	EL
SS	SA583 Beginning Spanish I	3	EL
SS	SA584 Beginning Spanish II	3	EL
SS	SA585 Beginning Italian I	3	EL
SS	SA586 Beginning Italian II	3	EL
SS	SA820 Technical Writing	3	EL

Social Sciences

TYPE	AREA AND TITLE	CREDITS	LEVEL
GED	Social Sciences	6	EL
SS	SA/SB453 Principles of Economics I	3	EL
SS	SA/SB454 Principles of Economics II	3	EL
SS	SA455 History of the United States I	3	EL
SS	SA456 History of the United States II	3	EL
SS	SA457 History of Civilization I	3	EL
SS	SA458 History of Civilization II	3	EL
SS	SA459 Modern European History I	3	EL
SS	SA460 Modern European History II	3	EL
SS	SB460 European History (since 1914)	3	EL
SS	SA462 History of the American Negro	3	EL
SS	SA463 Russian History I	3	BE
SS	SA464 Russian History II	3	BE
SS	SA465 Latin American History I	3	BE
SS	SA466 Latin American History II	3	BE
SS	SA467 History of Modern East Asia	3	BE
SS	SA468 History of Southeast Asia	3	BE
SS	SA469 History of the Middle East	3	BE
SS	SA471 History of Africa	3	BE
SS	SA472 Problems of Contemporary Latin America	3	BE
SS	SA475 American Government I	3	EL
SS	SA476 American Government II	3	EL
SS	SA479 International Relations	3	BE
SS	SA481 Modern European Governments	3	BE
SS	SA482 Modern Asian Governments	2	BE
SS	SA485 General Psychology	3	EL
SS	SA488 Psychology of Personality and Adjustment	3	BE
SS	SA491 Educational Psychology	3	BE
SS	SA494 General Anthropology	3	EL
SS	SA495 Introductory Sociology	3	EL
SS	SA496 Sociology (Social problems)	3	EL
SS	SA498 Criminology	3	EL
SS	SB498 Criminology	3	EL
SS	SA521 College Geography I (Physical)	3	EL
SS	SA522 College Geography II	3	EL
SS	(Cultural)		
	SA523 Elements of Geography	3	EL

Natural Sciences-Mathematics

TYPE	AREA AND TITLE	CREDITS	LEVEL
GED	Natural Sciences	6	EL
SS	SA424 Intermediate College Algebra	3	EL
SS	SA425 College Algebra	3	EL
SS	SB425 College Algebra (Modern)	3	EL
SS	SA430 Analytical Geometry	3	EL
SS	SA/SB433 Basic Statistics	3	EL
SS	SA435 Plane Trigonometry	2	EL
SS	SA440 Calculus I	4	EL
SS	SA441 Calculus II	4	EL
SS	SA442 Analytical Geometry and Calculus I	4	EL
SS	SA443 Analytical Geometry and Calculus II	4	EL

---

*All USAFI examinations listed were administered prior to May 1974. See preceding pages for those Subject Standardized Tests currently available through DANTES.

TYPE	AREA AND TITLE	CREDITS	LEVEL
SS	SA444 Analytical Geometry and Calculus III	4	BE
SS	SA445 Differential Equations	3	AD
SS	SA446 Linear Algebra	3	AD
SS	SA/SB500 Astronomy	3	BE
SS	SA/SB503 College Biology I	3	EL
SS	SA/SB504 College Biology II	3	EL
SS	SA505 General Geophysics	3	AD
SS	SA510 Oceanography	3	BE
SS	SA512 Survey of Physical Science I	3	EL
SS	SA513 Survey of Physical Science II	3	EL
SS	SA514 College Chemistry I	3	EL
SS	SA515 College Chemistry II	3	EL
SS	SA/SB517 College Physics I	3	EL
SS	SA/SB518 College Physics II	3	EL
SS	SA519 Geology I	3	BE
SS	SA520 Geology II	3	BE
	Electives		
SS	SA497 Introduction to Law Enforcement	3	EL
SS	SA507 Hygiene (Healthful living)	3	EL
SS	SA525 Principles of Accounting I	3	EL
SS	SA526 Principles of Accounting II		
SS	SA527 Intermediate Accounting	6	BE
SS	SA/SB533 Business Law I	3	EL
SS	SA534 Business Law II	3	EL
SS	SA535 Introduction to Data Processing	2	EL
SS	SA539 Principles of Management	3	EL
SS	SA543 Introduction to Business	2	EL
SS	SA/SB543 Introduction to Business	3	EL
SS	SA544 Personnel Management	3	EL
SS	SA545 Office Management	3	EL
SS	SA546 Risk and Insurance	3	EL
SS	SA547 Introduction to Real Estate	3	EL
SS	SA548 Money and Banking	3	EL
SS	SA549 Marketing	3	EL
SS	SA560 Introduction to Education	3	EL
SS	SA568 Introduction to Forestry	3	EL
SS	SA700 General Aeronautics	3	EL
SS	SA710 Jet Aircraft Engines	2	EL
SS	SA756 Introduction to Carpentry	3	EL
SS	SA769 Introduction to Mechanical Drawing I	3	EL
SS	SA770 Introduction to Mechanical Drawing II	3	EL
SS	SA788 Introduction to Electronics I	3	EL
SS	SA789 Introduction to Electronics II	3	EL
SS	SA794 Introduction to Diesel Engines I	3	EL
SS	SA795 Introduction to Diesel Engines II	3	EL
SS	SA810 Technical Mathematics I	3	EL
SS	SA811 Technical Mathematics II	3	EL
SS	SA885 Fundamentals of Radio	3	EL
SS	SA887 Intermediate Radio	3	EL
SS	SA890 Radio Servicing	4	EL
SS	SA891 Television Servicing	4	EL
SS	SA893 Introduction to Television I	3	EL
SS	SA894 Introduction to Television II	3	EL
SS	SA936 Introduction to Refrigeration	3	EL
SS	SA960 Introduction to Quality Control	3	EL

Appropriate *End-of-Course Tests and Subject Examinations* administered by USAFI or DANTES can be used to satisfy the requirements of the Bachelor of Arts or Bachelor of Science degree. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, one should use the list of Subject Standardized Examinations presented earlier as a guide in classifying the End-of-Course and Subject Examinations in the subject matter areas of humanities, social sciences, natural sciences-mathematics, and electives. The same list should also be used as a guide to determine the level of the End-of-Course and Subject Examinations in terms of being elementary, beyond elementary, or advanced. Credit is allowed for these examinations in accordance with the recommendations established by the American Council on Education.

SAMPLE
REGENTS EXTERNAL DEGREE STATUS REPORT

BACHELOR OF ARTS

TITLE	CREDIT DISTRIBUTION Grade	Humanities	Social Sciences	Natural Sciences-Mathematics	Electives
1971-72 N.Y. COLLEGE PROFICIENCY EXAMINATIONS					
Freshman English	A	6			
European History	B		6		
@ Shakespeare	C	3			
* Earth Science	B			6	
1970 COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)					
Humanities (490)	P	6			
Natural Sciences (465)	P			6	
Mathematics (510)	P			6	
1969-70 UNIVERSITY OF M.					
Bio 101: General Biology	C			4	
Bio 102: General Biology	B			4	
Chem 101: General Chemistry	B			4	
Chem 102: General Chemistry	C			4	
* Eng 201: English Literature	A	3			
* Span 201: Intermediate Spanish	C	3			
* Span 202: Intermediate Spanish	B	3			
@ Span 301: Literature	A	3			
1967 MILITARY SERVICE SCHOOL COURSES					
Hospital Corpsman, Class A	P				
Elem. Anatomy & Physiology				3	
Hygiene					2
1967 USAFI SUBJECT STANDARDIZED TESTS					
Introduction to Business (55)	P				3
Personnel Management (40)	P				3
Beginning Spanish I (62)	P	3			
Beginning Spanish II (57)	P	3			
Evaluation No. 1 Jane Doe Total Hours	84	33	6	37	8
Evaluation No. 2 Total Hours					
Evaluation No. 3 Total Hours					
Evaluation No. 4 Total Hours					
Evaluation No. 5 Total Hours					
Evaluation No. 6 Total Hours					

* — Beyond Elementary Level Courses. @ — Advanced Level Courses

GPA No. 1: 2.96

Transcript Evaluator: Jane Doe

Program Advisor: John Doe

SAMPLE STATUS REPORT — prepared for a candidate for the Bachelor of Arts Regents External Degree

(Sample Status Report for the Bachelor of Science Regents External Degree is given on page 130.)

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from three testing agencies (New York College Proficiency Examination Program, College-Level Examination Program, United States Armed Forces Institute), one college (University of M.), and one military service school. The amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the 6 semester hours for the New York College Proficiency Examination, "Freshman English," are classified under the humanities area of the distribution requirement. The college-level content of the military service school, Hospital Corpsman, Class A, has been evaluated by the Office on Educational Credit as being equal to 3 semester hours in elementary anatomy and physiology and 2 semester hours in hygiene.

Degree requirements for the Bachelor of Arts include both a *distribution* requirement and a *level* requirement. The total number of semester hours earned in each area of the distribution requirement, as well as those of the elective area, are recorded on the Status Report. On the sample Status Report, "beyond elementary level" courses and examinations are designated with * and "advanced level" courses and examinations with @, as indicated by the code information at the bottom of the sheet. Adding the totals of the three areas of the distribution requirement, one determines that the candidate has completed a total 76 semester hours toward the 90 semester-hour distribution requirement. This means that the candidate must complete an additional 14 semester hours to satisfy the total 90 semester-hour distribution requirement.

It is important to realize that, according to the degree requirements, the 90 semester hours of the distribution requirement must be distributed as follows: a minimum of 12 semester hours must be earned in any two of the three areas of study: (1) humanities, (2) social sciences, and (3) natural sciences-mathematics, with a minimum of 9 semester hours in the remaining area. The sample Status Report indicates that over 12 semester hours have been earned in two areas of study (humanities and natural sciences-mathematics). However, only six semester hours have been earned in the social sciences area. As a result, a minimum of 3 semester hours, of the additional 14 semester hours the candidate must complete in order to satisfy the total 90-hour distribution requirement, must be earned in the social sciences area. The remaining 11 semester hours can be earned in any one of the three areas of the distribution requirement or they may be distributed among the three areas.

Since the candidate has also earned 8 semester hours of elective credit, after completing the 90 semester hours of the distribution requirement, a total of 98 semester hours will have been completed. Since a total of 120 semester hours is needed to complete the program, 22 additional semester hours are required. Of these 22 semester hours, 10 must be in the arts and sciences in order to satisfy the course-level requirement, as explained below. The remaining 12 semester hours may be earned in any area, including electives.

In addition to the distribution and total semester-hour requirements, the candidate must also satisfy the course-level requirement. A minimum of 45 semester hours must be earned by completing college courses and/or examinations that are classified as being beyond the elementary level. In addition, a minimum of 12 of these 45 semester hours must be completed at the advanced level in the humanities, social sciences, or natural sciences-mathematics areas. The 45 semester hours must be earned in any one of the three areas of the distribution requirement or they may be distributed among the three areas. Elective credits earned in other than these three areas do not count toward the beyond elementary and advanced level requirements. On the sample Status Report, "beyond elementary level" courses and examinations are designated with • and "advanced level" courses and examinations with @, as indicated by the code information at the bottom of the sheet. By counting the number of semester hours for each course and examination designated with • or @, one can compute that 15 semester hours of beyond elementary and 6 semester hours of advanced work have been completed for a total of 21 semester hours. Thus, to satisfy the course level requirement of 45 semester hours, an additional 24 semester hours in the arts and sciences must be earned at the beyond elementary level, 6 of which must be at the advanced level.

The above description applies to satisfying the requirements for the *liberal studies option*. Candidates should consult the "Meeting Concentration Requirements" section to determine the amount and type of academic work needed to obtain a Bachelor of Arts Regents External Degree with a specific subject area concentration.

As additional work is presented toward meeting the degree requirements, the grade results will be recorded on an updated version of the Status Report, indicating the cumulative record of the candidate.

The "G.P.A. No. 1" listed at the bottom indicates the candidate's Grade Point Average after this evaluation. It is 2.96 on a 4-point scale. (See the "General Information" section for grading information.) After each evaluation, the G.P.A. will be re-computed to reflect a cumulative average.

At the bottom of the actual Status Report are listed the names of the Transcript Evaluator and Program Advisor. Questions regarding the candidate's program may be directed to either. In general, Transcript Evaluators will respond to queries about the Status Report and the status of the candidate's records on file in the Registrar's office; Program Advisors will answer questions regarding the planning of a program to fulfill degree requirements.

SAMPLE

REGENTS EXTERNAL DEGREE STATUS REPORT

BACHELOR OF SCIENCE

TITLE	CREDIT DISTRIBUTION Grade	 Humanities	 Social Sciences	 Natural Sciences Mathematics	 Electives
1971-72 N.Y. COLLEGE PROFICIENCY EXAMINATIONS					
Freshman English	A	6			
@ Shakespeare	C	3			
* Psychiatric-Mental Health Nursing	B				6
European History	B		6		
1970 COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)					
Humanities (542)	P	6			
Natural Sciences (510)	P			6	
Mathematics (490)	P			6	
1969-70 UNIVERSITY OF M.					
Engr 101: Engineering I	C				4
Engr 102: Engineering II	B				4
Elec 101: Electronics I	B				4
Elec 102: Electronics II	C				4
* Eng 201: English Literature	A	3			
* Span 201: Intermediate Spanish	C	3			
* Span 202: Intermediate Spanish	B	3			
@ Span 301: Literature	A	3			
1967 MILITARY SERVICE SCHOOL COURSES					
Hospital Corpsman, Class A	P				
Elem. Anatomy & Physiology				3	
Hygiene					2
1967 USAFI SUBJECT STANDARDIZED TESTS					
Introduction to Business (41)	P				3
Personnel Management (38)	P				3
Beginning Spanish (56)	P	3			
Beginning Spanish (52)	P	3			
Evaluation No. 1 Jane Doe Total Hours	84	33	6	15	30
Evaluation No. 2 Total Hours					
Evaluation No. 3 Total Hours					
Evaluation No. 4 Total Hours					
Evaluation No. 5 Total Hours					
Evaluation No. 6 Total Hours					

* — Beyond Elementary Level Courses, @ — Advanced Level Courses
GPA No. 1: 2.96

Transcript Evaluator Jane Doe
Program Advisor John Doe

SAMPLE STATUS REPORT — prepared for a candidate for the Bachelor of Science Regents External Degree

(Sample Status Report for the Bachelor of Arts Regents External Degree is given on page 127.)

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from three testing agencies (New York College Proficiency Examination Program, College-Level Examination Program, United States Armed Forces Institute), one college (University of M[illegible]), and one military service school. The amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the 6 semester hours of the New York College Proficiency Examination, "Freshman English," are classified under the humanities area of the distribution requirement. The college-level content of the military service school, Hospital Corpsman, Class A, has been evaluated by the Office on Educational Credit as being equal to 3 semester hours in elementary anatomy and physiology and 2 semester hours in hygiene.

Degree requirements for the Bachelor of Science include both a *distribution* requirement and a *level* requirement. The total number of hours earned in each area of the distribution requirement, as well as those of the elective area, are recorded on the Status Report. Adding the totals of the three areas of the distribution requirement determines that the candidate has completed a total of 54 semester hours toward the 60 semester-hour distribution requirement. This means that the candidate must complete an additional 6 semester hours to satisfy the total 60 semester-hour distribution requirement.

It is important to realize that, according to the degree requirements, the 60 semester hours of the distribution requirement must be distributed as follows: a minimum of 9 semester hours must be earned in any two of the three areas of study: (1) humanities, (2) social sciences, and (3) natural sciences-mathematics, with a minimum of 6 semester hours in the remaining area. The sample Status Report indicates that over 9 semester hours have been earned in two areas of study (humanities and natural sciences-mathematics), while 6 semester hours have been earned in the social sciences area. Although the minimum liberal arts and science distribution requirement has been satisfied, the candidate must complete an additional 6 semester hours in order to satisfy the total 60-hour distribution requirement. The remaining 6 semester hours can be earned in any one of the three areas of the distribution requirement, or they may be distributed among the three areas.

Since the candidate has also earned 30 hours of elective credit, after completing the 60 semester hours of the distribution requirement, a total of 90 semester hours will have been completed. Since a total of 120 semester hours is needed to complete the program, 30 additional semester hours would be required. These 30 semester hours could be earned in any area since the candidate is allowed 60 semester hours of elective credit.

In addition to the distribution and total semester-hour requirements, the candidate must also satisfy the course-level requirement. A minimum of 45 semester hours must be earned by completing college courses and/or examinations that are classified as being beyond the elementary level. In addition, a minimum of 12 of these 45 semester hours must be completed at the advanced level in the humanities, social sciences, or natural sciences/mathematics areas. Of the 45 semester hours 30 must be earned in any one of the three areas of the distribution requirement or they may be distributed among the three areas. The additional 15 semester hours may be in elective areas. *Elective credits may not be used to complete the advanced level requirement.*

On the sample Status Report, "beyond elementary level" courses and examinations are designated with * and "advanced level" courses and examinations with ●, as indicated by the code information at the bottom of the sheet. By counting the number of semester hours for each course and examination designated with * or ●, one can compute that 15 semester hours of "beyond elementary and 6 semester hours of advanced work have been completed for a total of 21 semester hours. Thus, to satisfy the course-level requirement of 45 semester hours, an additional 24 semester hours must be earned at the beyond elementary level, six of which must be at the advanced level in the arts and sciences. Of the 24 semester hours, 15 must be in liberal arts and science areas.

The above description applies to satisfying the requirements for the *liberal studies option*. Candidates should consult the "Meeting Concentration Requirements" section to determine the amount and type of academic work needed to obtain a Bachelor of Science Regents External Degree with a specific subject area concentration.

As additional work is presented toward meeting the degree requirements, the grade results will be recorded on an updated version of the Status Report, indicating the cumulative record of the candidate.

The "G.P.A. No." listed at the bottom indicates the candidate's Grade Point Average after this evaluation. It is 2.96 on a 4-point scale. (See the "General Information" section for grading information.) After each evaluation, the G.P.A. will be re-computed to reflect a cumulative average.

At the bottom of the actual Status Report are listed the names of the Transcript Evaluator and Program Advisor. Questions regarding the candidate's program may be directed to either. In general, Transcript Evaluators will respond to queries about the Status Report and the status of the candidate's record's on file in the registrar's office; Program Advisors will answer questions regarding the planning of a program to fulfill degree requirements.

THE REGENTS EXTERNAL DEGREE COMMITTEE ON BACHELOR OF ARTS AND BACHELOR OF SCIENCE

Milton G. Bassin, *York College of The City University of New York*
Peter Blomerley, *Broome Community College*
Edward A. Clark, *Richard L. Conolly College, Long Island University*
Vera King Farris, *State University College at Brockport*
Francine Frank, *State University of New York at Albany*
Margaret Kelly, *St. John's University*
Virginia Kemp, *State University College at Geneseo*
Jonathan Kistler, *Colgate University*
L. Richard Oliker, *Syracuse University*
Harold J. Perkins, *State University College at Plattsburgh*

THE BACHELOR OF SCIENCE (BUSINESS ADMINISTRATION) REGENTS EXTERNAL DEGREE

The Regents External Degree Program leading to the Bachelor of Science (business administration) Regents External Degree has two degree options: the General Business Option and the Subject Area Concentration Option. The General Business Option is designed to serve those who want a baccalaureate degree in business but do not necessarily wish to specialize in one business subject area. The Subject Area Concentration Option allows the student to major in one of five business areas: accounting, finance, management of human resources, marketing, or operations management. The General Business Option is structured in terms of credits and the Subject Area Concentration Option in terms of areas of competency. As with all other Regents External Degrees, both options in the Bachelor of Science (business administration) (BSBA) may be earned entirely by examination.

The Regents External Degree Bachelor of Science (business administration) Program holds membership in the American Assembly of Collegiate Schools of Business. Graduates with an accounting concentration in the Subject Area Concentration Option meet the academic requirements to take the Certified Public Accountant (CPA) Examination in New York State.

GENERAL BUSINESS OPTION DEGREE REQUIREMENTS

The Bachelor of Science (business administration) program with a General Business Option requires 120 credits distributed among general education and business component subjects. Candidates who select this option must demonstrate competence in business subjects but are not required to specialize in one business subject area. They must also satisfy requirements of the general education component.

THE GENERAL EDUCATION COMPONENT
(General Business Option)

The objective of the general education component is to insure that degree recipients have basic, college-level competence in the humanities and the social sciences. Although not required, knowledge in the natural sciences and mathematics can be used to satisfy part of the requirements of this component.

General Education Component Requirements

Of the 120 semester hours required for the degree, a minimum of 63 must be distributed as follows:

A. *Liberal Arts and Sciences* — A minimum of 45 semester hours of the 63 credits required for the general education component must be in the liberal arts and sciences. These 45 credits must be distributed in the following manner:
   1. A minimum of 9 semester hours in the area of humanities (e.g., art, music, drama, theatre, philosophy, classics, language, English, or literature)
   2. A minimum of 9 semester hours in the area of the social sciences (e.g., anthropology, political science, sociology, history, or psychology)
   3. The remaining 27 semester hours may be in any liberal arts area, including the humanities, social sciences, and natural sciences or mathematics (e.g., biology, physics, chemistry, calculus, or geology)

B. *Unrestricted Electives* — A total of 18 semester hours of the 63 credits required for the general education component are considered unrestricted electives. They may be earned in *any* field(s) of collegiate study, including business and other professional, technical, or vocational areas, as well as the liberal arts and sciences areas.

Candidates should guard against duplicating subject matter in satisfying requirements; they should be especially careful not to duplicate credit earned toward a business component requirement by business courses submitted as unrestricted electives within the general education component. The Regents External Degree registrar will answer candidates' questions on possible duplication. For the general education component *only* there is no time limit on course or examination completion, as long as official transcripts are available.

THE BUSINESS COMPONENT
(General Business Option)

The objective of the business component is to insure that degree recipients have college-level competence in the major areas of business, without a requirement of specialization or concentration in any one business area. (Candidates who prefer a degree program with specialization in a specific business area, that is, in accounting, finance, marketing, management of human resources, and operations management may wish to consider the Subject Area Concentration Option.)

Business Component Requirements

To meet the business component requirements of the General Business Option, *a minimum of 57 semester hours of the 120 required for the degree must be earned in the field of business or in specified business-related areas.* These credits must be earned in accordance with the following requirements:

A. *Core Business Requirements*—Basic knowledge must be demonstrated for each of the following areas:
   Accounting
   Finance
   Management of Human Resources
   Marketing
   Operations Management
   Business Policy
   Economics (Both Microeconomics and Macroeconomics)
   Mathematics (College Algebra or above)
   Statistics

   No minimum amount of credit is required for any of the nine areas, but some work must be presented in each. Typically, a candidate will meet each of these core requirements by an approved proficiency examination or a college course. Some courses or examinations might satisfy more than one core requirement. (See boxed list later in this section.)

B. *Business Electives — The remaining semester hours needed to satisfy the 57 hours of the business component requirements can be earned in any area(s) of the field of business, including core areas, according to the candidate's preference.*

C. *Course-Level Requirements* — Of the 57 semester hours needed to satisfy the business component requirements, a minimum of 15 must be earned at the advanced level. Advanced level credit in business-related courses (e.g., economics) will be considered by the Business Faculty Committee on an individual basis before they can be applied toward satisfaction of the advanced level requirement. Examinations which can be used to satisfy the advanced level requirement are noted in the listing of approved proficiency examinations at the end of this section. Advanced level courses are defined as those above the elementary or intermediate levels. Such courses assume that the student has background knowledge in the subject matter area equivalent to the elementary or intermediate level. In many cases these courses will have as formal prerequisites the completion of lower level courses. For example, a course in management policy which assumes prior knowledge of business organization, as well as more specific aspects of such subjects as finance or marketing, would be classified as advanced level.

D. *Time Limit* — Only those business courses completed ***since the beginning of the fall 1960 semester*** can be used for credit toward the business component. Courses completed prior to that term *cannot* be applied.

Minimum Academic Average

Candidates may satisfy degree requirements by submitting official transcripts of academic work completed through the methods described in the next section. Only courses or examinations which carry grades of "C" (or better) or "P" ("Pass") or a score acceptable to the Regents External Degree faculty can qualify toward satisfying a business component requirement. Courses or examinations with grades of "D" can be used toward the general education component. However, before a candidate can qualify for graduation, an overall "C" (2.0) average must be attained. Thus, if a semester course with a grade of "D" was accepted toward the general education component, at least one course or examination with a grade of "B" or above must also have been accepted within either of the degree's two components. For the general education component there is no time limit on course examination completion. Academic work submitted toward satisfaction of the business component requirements must have been completed since the beginning of the fall 1960 semester. Only those grades which the candidate wishes to apply toward the degree will be recorded and kept on file.

METHODS OF SATISFYING GENERAL BUSINESS OPTION REQUIREMENTS

The completion of any or all of the following will be considered for credit toward meeting the General Business Option of the Bachelor of Science (business administration) degree requirements in both the general education and business components:

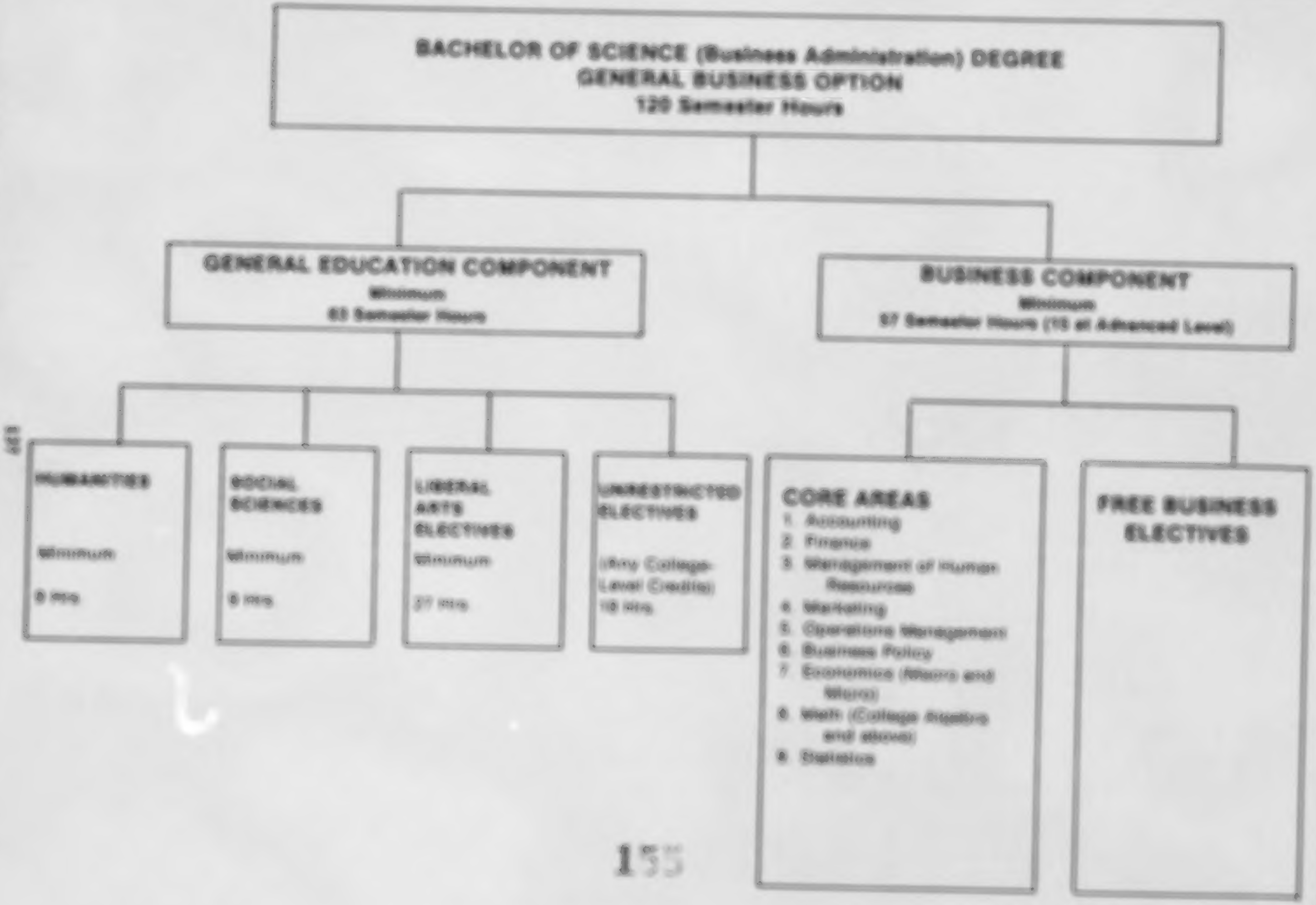
1. College courses from regionally accredited colleges
2. Proficiency examinations, including those offered by DANTES and USAFI
3. Military service school courses and Military Occupational Specialties (MOS's)
4. Special Assessment of college-level knowledge for which existing proficiency examinations are not appropriate
5. Evaluated noncollegiate educational programs
6. FAA Airman Certificates
7. A combination of the above approaches

Any academic work submitted toward satisfaction of the business component requirements of the General Business Option must have been completed since the beginning of the fall 1960 semester. Also, only courses or examinations which carry grades of "C" (or better) or "P" ("Pass") can qualify toward satisfying a business component requirement. An overall "C" or 2.0 average is required to earn the Bachelor of Science (business administration) degree.

I. College Courses

Only official transcripts from regionally accredited colleges and universities will be evaluated and acceptable courses applied toward satisfying degree requirements. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate.

In addition to forwarding a copy of the candidate's official transcript, the registrar at the institution through which credits were earned must



BACHELOR OF SCIENCE (Business Administration) DEGREE
GENERAL BUSINESS OPTION
120 Semester Hours

GENERAL EDUCATION COMPONENT
Minimum
63 Semester Hours

HUMANITIES
Minimum
9 Hrs

SOCIAL SCIENCES
Minimum
9 Hrs

LIBERAL ARTS ELECTIVES
Minimum
27 Hrs

UNRESTRICTED ELECTIVES
(Any College-Level Credits)
18 Hrs

BUSINESS COMPONENT
Minimum
57 Semester Hours (15 at Advanced Level)

CORE AREAS
1. Accounting
2. Finance
3. Management of Human Resources
4. Marketing
5. Operations Management
6. Business Policy
7. Economics (Macro and Micro)
8. Math (College Algebra and above)
9. Statistics

FREE BUSINESS ELECTIVES

also provide information regarding the classification of *business courses*. This information must indicate for each course whether or not it was completed at the advanced level to meet the 15 credit-hour advanced level requirement. Advanced level courses are defined as those above elementary or intermediate levels. Such courses assume that the student has background knowledge in the subject matter area equivalent to the elementary or intermediate level. In many cases these courses will have as formal prerequisites the completion of lower-level courses. In providing course level recommendations, institutions are requested to base their classification strictly on the course content and the place of this course in the sequence of its curriculum in that subject.

For additional information regarding procedures for submitting transcripts to the Regents External Degree Program, consult the "Approaches to Earning Credit" section of this catalog. Please note that courses submitted to satisfy business component requirements must have been completed since the beginning of the fall 1960 semester and must carry a grade of "C" (or better) or "P" ("Pass").

2. **Recognized Proficiency Examinations**

The Regents External Degree Program will grant credit for successful completion of college-level proficiency examinations offered by the following programs:

New York College Proficiency Examination Program (CPE)

Regents External Degree Examination Program (REDE)

College Board Advanced Placement (AP) Examinations

College-Level Examination Program (CLEP) — both single subject and general examinations

Defense Activity for Non-Traditional Education Support (DANTES) and United States Armed Forces Institute (USAFI) Tests

Graduate Record Examination Advanced Tests (GRE)

Undergraduate Program (UP) Field Tests

Only official transcripts from these testing agencies will be evaluated and acceptable credit applied toward satisfying the requirements for the degree. Discontinued examinations will be evaluated for credit as long as official transcripts are available; however, examinations must have been taken since the beginning of the fall 1960 semester in order to be applied toward satisfying business component requirements and must carry a grade of "C" (or better) or "P" ("Pass"), or a score acceptable to the Regents External Degree Program.

Examinations approved for fulfilling the general education component and business component requirements of the General Business Option are listed at the end of this section. Those tests which can be used to satisfy the core business and advanced level requirements of the business component are so designated. Further information on the examinations may be found in the "Approaches to Earning Credit" section of this catalog.

Regents External Degree Examinations in business subjects can be used to satisfy the business component requirements of the General Business Option. The following list shows which core business requirements can be met by Regents External Degree Examinations. (Content outlines for these examinations may be found in the "Examination Content Descriptions" section of this catalog.)

Core Business Requirements	Regents External Degree Business Examination(s)
Accounting	Accounting — Levels I, II, or III
Finance	Finance — Levels I, II, or III
Management of Human Resources	Management of Human Resources — Levels I, II, or III
Marketing	Marketing — Levels I, II, or III
Operations Management	Operations Management — Levels I, II, or III
Business Policy	Business Environment and Strategy
Economics (Both Microeconomics and Macroeconomics)	Finance — Levels I, II, or III
Mathematics (College Algebra or above)	Operations Management — Levels I, II, or III
Statistics	Operations Management — Levels I, II, or III

Candidates should note that AP, CLEP, GRE, UP, DANTES, and USAFI examinations can also be used to meet core business requirements. See the list of approved examinations at the end of this section.

3. **Military Service School Courses and Military Occupational Specialties (MOS's)**

Those military service school courses or Army Military Occupational Specialties (MOS's) which have been evaluated in terms of college credit by the Office on Educational Credit, formerly the Commission on Accreditation of Service Experiences (CASE), of the American Council on Education may be used. The credit recommendations provided by that office will be used to determine the number of academic credits to be granted toward the degree and to classify the courses and MOS's in terms of the distribution and course level requirements. (See "Approaches to Earning Credit" section of this catalog for further information.)

4. **Special Assessment**

Special assessment can be used to earn credit *toward both the general education and business components of the General Business Option.* The amount and type of credit allowed will depend on the type of college-level knowledge presented for evaluation. A complete description of Special Assessment is provided in the "Approaches to Earning Credit" section of this catalog.

Please note that candidates choosing the Subject Area Concentration Option may use special assessment *only toward the general education component requirements.* Special assessment may not be used as a method of satisfying the business component requirements of the Subject Area Concentration.

5. Evaluated Noncollegiate Educational Programs

Credit can be earned for educational programs sponsored by business, industry, government, labor unions, police academies, and other agencies which have been evaluated by the New York State Education Department's Office on Noncollegiate Sponsored Instruction or by the American Council on Education and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

6. F.A.A. Airman Certificates

Credits are awarded for certain Federal Aviation Administration (F.A.A.) Airman (Pilot) Certificates, but *may be used only toward fulfillment of the unrestricted elective requirements* of the Bachelor of Science (business administration) Regents External Degree General Business Option. Further information is found in the "Approaches to Earning Credit" section of this catalog.

7. Combination of Approaches

Combination of the above approaches can be used as long as proper distribution, course level, and grade point average requirements are satisfied. For assistance in determining an appropriate combination of approaches, enrolled candidates may seek the assistance of the Transcript Evaluator or the Program Advisor assigned to them.

APPROVED EXAMINATIONS FOR FULFILLING BACHELOR OF SCIENCE (BUSINESS ADMINISTRATION) REGENTS EXTERNAL DEGREE REQUIREMENTS — GENERAL BUSINESS OPTION

CPE = New York College Proficiency Examination
REDE = Regents External Degree Examination
AP = Advanced Placement (College Board) Examination
CLEP = College-Level Examination Program
DANTES = Defense Activity for Non-Traditional Education Support Test
GRE = Graduate Record Examination Advanced Test
UP = Undergraduate Program Field Test
USAFI = United States Armed Forces Institute Test

CPE, REDE, AP, CLEP, GRE, and UP Tests are listed alphabetically by exact title of the examination under the subject area distribution. DANTES and USAFI examinations are listed separately with the GED's first followed by the SA/SB examinations in numerical order according to subject area distribution. Therefore, the reader should check the entire list for each subject area.

GENERAL EDUCATION COMPONENT (GENERAL BUSINESS OPTION)

PREPARED BY	AREA AND TITLE	CREDITS
	Humanities	
CLEP	American Literature	6
CPE	American Literature: The Beginnings to the Civil War	3
CPE	American Literature: The Civil War to the Present	3
CLEP	Analysis and Interpretation of Literature	6
CPE	Applied Music: Major Level	[illegible]
CPE	Applied Music: Minor Level	[illegible]
AP	Art	6
UP	Art History	[illegible]
AP	Classics	6
CLEP	College French	6-12*
CLEP	College German	6-12*
CLEP	College Spanish	6-12*
UP	Drama and Theatre	[illegible]
AP	English	6
CLEP	English Composition — General	6
CLEP	English Composition — Subject	6
CLEP	English Literature	6
AP	French	6
USAFI	French (Battery A)	[illegible]
USAFI	French (Battery B): Applied Linguistics	3
GRE	French	[illegible]
UP	French	[illegible]
CPE	Freshman English	6
CLEP	Freshman English	6
AP	German	6
GRE	German	[illegible]
UP	German	[illegible]
USAFI	German (Battery A)	[illegible]
USAFI	German (Battery B): Applied Linguistics	3
CLEP	Humanities — General	6
USAFI	Italian (Battery A)	[illegible]
USAFI	Italian (Battery B): Applied Linguistics	3
UP	Literature	[illegible]
GRE	Literature in English	[illegible]
AP	Music	6
GRE	Music	[illegible]
UP	Music	[illegible]
GRE	Philosophy	[illegible]
UP	Philosophy	[illegible]
CPE	Philosophy of Education	3**
USAFI	Russian (Battery A)	[illegible]
USAFI	Russian (Battery B): Applied Linguistics	3
UP	Scholastic Philosophy	[illegible]
CPE	Shakespeare	3
AP	Spanish	6
GRE	Spanish	[illegible]
UP	Spanish	[illegible]
USAFI	Spanish (Battery A)	[illegible]
USAFI	Spanish (Battery B): Applied Linguistics	3
	Social Sciences	
CPE	African and Afro-American History	6
CLEP	Afro-American History	3
CLEP	American Government	3
CPE	American History	6

---

*6 credits for score of [illegible] or above; 12 credits for score of [illegible] or above.

**Graduate level examination

150

PREPARED BY	AREA AND TITLE	CREDITS
AP	American History	6
CLEP	American History	6
CLEP	Behavioral Sciences for Nurses	6
CPE	Educational Psychology	3-6*
CLEP	Educational Psychology	3
CPE	European History	6
AP	European History	6
[illegible]	French (History & Civilization and Culture)	3
CLEP	General Psychology	3
GRE	Geography	30
UP	Geography	30
[illegible]	German (History & Civilization and Culture)	3
GRE	History	30
UP	History	30
CPE	History of American Education	3
CLEP	History of American Education	3
CLEP	Human Growth and Development	3
[illegible]	Italian (History & Civilization and Culture)	3
GRE	Political Science	30
UP	Political Science	30
GRE	Psychology	30
UP	Psychology	30
[illegible]	Russian (History & Civilization and Culture)	3
CLEP	Social Sciences-History — General	6
GRE	Sociology	30
UP	Sociology	30
CLEP	Sociology (Introductory)	6
[illegible]	Spanish (History & Civilization and Culture)	3
CLEP	Western Civilization	6

Liberal Arts Electives

All examinations listed under "Humanities" and "Social Sciences" are also liberal arts, and, together with the natural sciences and mathematics examinations listed below, may be used to complete the general education component requirement of 27 semester hours of liberal arts electives.

PREPARED BY	AREA AND TITLE	CREDITS
CPE	Anatomy and Physiology	6
CLEP	Anatomy, Physiology, Microbiology	6
CPE	Biology	6
CLEP	Biology	6
AP	Biology	6
GRE	Biology	30
UP	Biology	30
AP	Chemistry	6
GRE	Chemistry	30
UP	Chemistry	30
CPE	Earth Science	6
CLEP	General Chemistry	6
CLEP	Geology	6
GRE	Geology	30
UP	Geology	30
CLEP	Microbiology	3
CLEP	Natural Sciences — General	6
AP	Physics	6
GRE	Physics	30
UP	Physics	30
CLEP	Trigonometry	3

Unrestricted Electives

In addition to the examinations listed below, all those listed under "Humanities," "Social Sciences," and "Liberal Arts Electives" may be used to satisfy the general education component requirement, which allows 18 semester hours of unrestricted electives. Business examinations listed on the next pages may also be used as unrestricted electives, if additional credit in business subjects is desired beyond the 27 credits required in the business component. See degree requirements for complete explanation.

PREPARED BY	AREA AND TITLE	CREDITS
CPE	Adult Nursing	12**
CLEP	Chemistry (General)	6
CPE	Corrective and Remedial Instruction in Reading	6***
CPE	Criminal Investigation	3
CPE	Diagnosis and Remediation of Reading Problems	6***
GRE	Education	30
UP	Education	30
GRE	Engineering	30
UP	Engineering	30
[illegible]	French (Reading & Professional Preparation/Teaching Methods)	3
CPE	Fundamentals of Nursing	18
CLEP	Fundamentals of Nursing	6
[illegible]	German (Reading & Professional Preparation/Teaching Methods)	3
CPE	Health Education I: Personal Health — Physical Aspects	1½
CPE	Health Education II: Personal Health — Emotional/Social Aspects	1½
CPE	Health Education III: Public/Environmental Health	1½
CLEP	Hematology	6
CLEP	Immunohematology and Blood Banking	3

---

*Examinations taken on or before [illegible] earn [illegible] credits [illegible]

**[illegible] Medical/Surgical Nursing

***[illegible] examinations

PREPARED BY	AREA AND TITLE	CREDITS
CPE	Intermediate Typewriting	3*
CPE	Introduction to Criminal Justice	3
CPE	Introductory Typewriting	3
REDE	Italian (Series B): Professional Preparation (Teaching Methods)	3
CPE	Maternal and Child Nursing (Associate Level)	6
CPE	Maternal and Child Nursing (Baccalaureate Level)	12
CLEP	Medical-Surgical Nursing	6
REDE	Nursing: Clinical Performance	8
REDE	Nursing: Commonalities in Nursing Care, Area I	8
REDE	Nursing: Commonalities in Nursing Care, Area II	8
REDE	Nursing: Differences in Nursing Care, Area I	8
REDE	Nursing — Differences in Nursing Care: Area II	8
REDE	Nursing — Differences in Nursing Care: Area III	8
REDE	Nursing — Nursing Health Care	8
REDE	Nursing — Occupational Strategy	8
UP	Physical Education	30
CPE	Psychiatric-Mental Health Nursing	6
CPE	Reading Instruction in the Elementary School	6
REDE	Russian (Series B): Professional Preparation (Teaching Methods)	3
REDE	Spanish (Series B): Professional Preparation (Teaching Methods)	3
UP	Speech Pathology and Audiology	30
CLEP	Tests and Measurements	3

BUSINESS COMPONENT (GENERAL BUSINESS OPTION) EXAMINATIONS

The examinations listed below can be used to fulfill the business component requirements of the General Business Option. They may also be used toward the 19 semester hours of unrestricted electives in the general education component, if additional credits in business subjects are desired beyond the 57 credits required in the business component. Those tests which can be used to satisfy a core business requirement are coded according to the key below. Only those examinations marked "UD" for advanced level or "LD/UD" for combination of levels may be used to satisfy the business component requirement of 15 semester hours of advanced level work. (Please note that Regents External Degree Examinations (REDE) may be used toward both the General Business Option and the Subject Area Concentration Option, specified in the degree description.)

KEY TO CORE AREAS:

Acct Accounting
BP Business Policy
Math Mathematics
Econ Economics
Fin Finance
MHR Management of Human Resources
Mktg Marketing
OPM Operations Management
Stat Statistics

PREPARED BY	AREA AND TITLE	CREDITS/LEVEL	CORE AREA
REDE	Accounting: Level I	6	Acct
REDE	Accounting: Level II	6** UD	Acct
REDE	Accounting: Level III	12** UD	Acct
CLEP	Accounting (Introductory)	3	Acct
UP	Business	15 LD/UD***	
REDE	Business Environment and Strategy	6 UD	BP
CLEP	College Algebra	3	Math
CLEP	College Algebra and Trigonometry	3	Math
CLEP	Computer Programming: Elementary Fortran IV	3	
CLEP	Computers and Data Processing	3	
GRE	Computer Science	15 LD/UD	
GRE	Economics	15 LD/UD	Econ
UP	Economics	15 LD/UD	Econ
REDE	Finance: Level I	6	Fin & Econ
REDE	Finance: Level II	6** UD	Fin & Econ
REDE	Finance: Level III	12** UD	Fin & Econ
CLEP	Introduction to Business Management	3	MHR

---

*Regents Two-Year Degree graduates who do not already have credit for Intermediate Typewriting will be granted [illegible] credits if the examination [illegible] Intermediate Typewriting.

**Credit given for Level [illegible] examinations (i.e., Levels I and II) if not previously taken.

***Identification of the [illegible] credits as [illegible] for the [illegible] to satisfy the "upper-level" requirements in business [illegible] approval of the Business Faculty Committee.

PREPARED BY	AREA AND TITLE	CREDITS/ LEVEL	DIV. CODE
CLEP	Introductory Business Law	3	
CLEP	Introductory Calculus	6	Math
CLEP	Introductory Calculus with Analytic Geometry	6	Math
CLEP	Introductory Economics	6	Econ
CLEP	Introductory Macroeconomics	3***	Econ
CLEP	Introductory Marketing	3	Mktg
CLEP	Introductory Microeconomics	3***	Econ
CLEP	Introductory Micro- and Macroeconomics	3	Econ
RCEE	Management of Human Resources (Level I)	6	MHR
RCEE	Management of Human Resources (Level II)	3* (2)	MHR
RCEE	Management of Human Resources (Level III)	3* (2)	MHR
RCEE	Marketing (Level I)	3	Mktg
RCEE	Marketing (Level II)	3* (2)	Mktg
RCEE	Marketing (Level III)	3* (2)	Mktg
AP	Mathematics	6	Math
GRE	Mathematics	30 (C)**	Math
UP	Mathematics	30 (C)**	Math
CLEP	Mathematics — General	6	Math
CLEP	Money and Banking	3	Econ
RCEE	Operations Management (Level I)	6	OPM, Math, & Stat
RCEE	Operations Management (Level II)	3* (2)	OPM, Math, & Stat
RCEE	Operations Management (Level III)	3* (2)	OPM, Math, & Stat
CLEP	Statistics	3	Stat

---

*[illegible]

**[illegible]

***[illegible]

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) AND UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS

The United States Armed Forces Institute (USAFI), formerly a U.S. Department of Defense organization, up to June 1974 offered many examinations, including the General Educational Development (GED) — College-Level Examinations, Subject Standardized Tests, End-of-Course Tests, and Subject Examinations, which can be used to fulfill many Regents External Degree requirements. Currently the Defense Activity for Non-Traditional Education Support (DANTES) provides many of USAFI's testing activities, including the College-Level Examination Program (CLEP) General and Subject examinations and the former USAFI Subject Standardized Tests.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) EXAMINATIONS

SS = Subject Standardized Test

GENERAL EDUCATION COMPONENT (GENERAL BUSINESS OPTION)

TYPE	AREA AND TITLE	CREDITS
	Humanities	
SS	[illegible] Survey of English Literature I	3
SS	[illegible] Survey of American Literature I	3
SS	[illegible] Survey of American Literature II	3
SS	[illegible] Beginning French I	3
SS	[illegible] Beginning French II	3
SS	[illegible] Beginning German I	3
SS	[illegible] Beginning German II	3
SS	[illegible] Beginning Spanish I	3
SS	[illegible] Beginning Spanish II	3
SS	[illegible] Beginning Italian I	3
SS	[illegible] Beginning Italian II	3
SS	[illegible] Technical Writing	3
	Social Sciences	
SS	[illegible] History of Western Civilization to 1500	3
SS	[illegible] History of Western Civilization since 1500	3
SS	[illegible] History of the American People	3
SS	[illegible] History of Modern Near East	3
SS	[illegible] History of Southeast Asia	3
SS	[illegible] History of Africa	3
SS	[illegible] Problems of Contemporary Latin America	(3)
SS	[illegible] Modern European Governments	3
SS	[illegible] Modern Asian Governments	3
SS	[illegible] Psychology of Adjustment	3
SS	[illegible] Educational Psychology	3
SS	[illegible] General Anthropology	3
SS	[illegible] Criminology	3
SS	[illegible] History and Philosophy of Education	3

Natural Science Options

All examinations listed under "Humanities," "and Social Sciences" above also may be used together with the natural science examinations listed below, to be used to complete the general education component requirements of 27 semester hours of liberal arts electives.

TYPE	AREA AND TITLE	CREDITS
SS	[illegible] Basic Programming	3
SS	[illegible] Astronomy	3
SS	[illegible] General Geophysics	3
SS	[illegible] Oceanography	3
SS	[illegible] Principles of Physical Science I	3
SS	[illegible] College Chemistry I	3
SS	[illegible] College Chemistry II	3
SS	[illegible] College Physics I	3
SS	[illegible] College Physics II	3
SS	[illegible] Geology I	3
SS	[illegible] Geology II	3
SS	[illegible] Climatology: Meteorology	3

Professional Options

In addition to the examinations listed above, all those listed under "Humanities," "Social Sciences," and "Natural Sciences" may be used to satisfy the general education component requirements [illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS*

GED = GED College-Level Examinations
SS = Subject Standardized Tests

GENERAL EDUCATION COMPONENT (GENERAL BUSINESS OPTION)

Humanities

TYPE	AREA AND TITLE	CREDITS
GED	Expression	3
GED	Literary Materials	6
SS	SB400 English Composition I	3
SS	SB401 English Composition II	3
SS	SA404 Survey of English Literature I	3
SS	SA405 Survey of English Literature II	3
SS	SA415 Speech I	2
SS	SA416 Speech II	2
SS	SA575 Beginning Latin I	3
SS	SA576 Beginning Latin II	3
SS	SA577 Beginning French I	3
SS	SA578 Beginning French II	3
SS	SA579 Beginning German I	3
SS	SA580 Beginning German II	3
SS	SA581 Beginning Russian I	3
SS	SA582 Beginning Russian II	3
SS	SA583 Beginning Spanish I	3
SS	SA584 Beginning Spanish II	3
SS	SA585 Beginning Italian I	3
SS	SA586 Beginning Italian II	3
SS	SA820 Technical Writing	3

Social Sciences

TYPE	AREA AND TITLE	CREDITS
GED	Social Sciences	6
SS	SA455 History of the United States I	3
SS	SA456 History of the United States II	3
SS	SA457 History of Civilization I	3
SS	SA458 History of Civilization II	3
SS	SA459 Modern European History I	3
SS	SA460 Modern European History II	3
SS	SB460 European History (since 1914)	3
SS	SA462 History of the American Negro	3
SS	SA463 Russian History I	3
SS	SA464 Russian History II	3
SS	SA465 Latin American History I	3
SS	SA466 Latin American History II	3
SS	SA467 History of Modern East Asia	3
SS	SA468 History of Southeast Asia	3
SS	SA469 History of the Middle East	3
SS	SA471 History of Africa	3
SS	SA472 Problems of Contemporary Latin America	3
SS	SA475 American Government I	3
SS	SA476 American Government II	3
SS	SA479 International Relations	3
SS	SA481 Modern European Governments	3
SS	SA482 Modern Asian Governments	2
SS	SA485 General Psychology	3
SS	SA488 Psychology of Personality and Adjustment	3
SS	SA491 Educational Psychology	3
SS	SA494 General Anthropology	3
SS	SA495 Introductory Sociology	3
SS	SA496 Sociology (Social problems)	3
SS	SA498 Criminology	3
SS	SB498 Criminology	3
SS	SA521 College Geography I (Physical)	3
SS	SA522 College Geography II (Cultural)	3
SS	SA523 Elements of Geography	3

Liberal Arts Electives

All examinations listed under "Humanities," and "Social Sciences" are also liberal arts and, together with the natural sciences and mathematics examinations listed below, may be used to complete the general education component requirement of 27 semester hours of liberal arts electives.

GED	Natural Sciences	6
SS	SA430 Analytical Geometry	3
SS	SA435 Plane Trigonometry	2
SS	SA/SB500 Astronomy	3
SS	SA/SB503 College Biology I	3
SS	SA/SB504 College Biology II	3
SS	SA505 General Geophysics	3
SS	SA510 Oceanography	3
SS	SA512 Survey of Physical Science I	3
SS	SA513 Survey of Physical Science II	3
SS	SA514 College Chemistry I	3
SS	SA515 College Chemistry II	3
SS	SA/SB517 College Physics I	3
SS	SA/SB518 College Physics II	3
SS	SA519 Geology I	3
SS	SA520 Geology II	3

---

*All USAFI examinations listed were administered prior to May 1974. See the preceding pages for those Subject Standardized Tests currently available through DANTES.

Unrestricted Electives

In addition to the examinations listed below, all those listed under "Humanities", "Social Sciences," and "Liberal Arts Electives" may be used to satisfy the general education component requirement of 18 semester hours of unrestricted electives. Business examinations listed under "Business Component (General Business Option)" may also be used as unrestricted electives, if additional credits in business subjects are desired beyond the 57 credits required in the business component.

TYPE	AREA AND TITLE	CREDITS
SS	SA497 Introduction to Law Enforcement	3
SS	SA507 Hygiene (Healthful Living)	3
SS	SA560 Introduction to Education	3
SS	SA568 Introduction to Forestry	3
SS	SA700 General Aeronautics	3
SS	SA710 Jet Aircraft Engines	2
SS	SA756 Introduction to Carpentry	3
SS	SA769 Introduction to Mechanical Drawing I	3
SS	SA770 Introduction to Mechanical Drawing II	3
SS	SA788 Introduction to Electronics I	3
SS	SA789 Introduction to Electronics II	3
SS	SA794 Introduction to Diesel Engines I	3
SS	SA795 Introduction to Diesel Engines II	3
SS	SA810 Technical Mathematics I	3
SS	SA811 Technical Mathematics II	3
SS	SA885 Fundamentals of Radio	3
SS	SA887 Intermediate Radio	3
SS	SA890 Radio Servicing	4
SS	SA891 Television Servicing	4
SS	SA893 Introduction to Television I	3
SS	SA894 Introduction to Television II	3
SS	SA936 Introduction to Refrigeration	3

BUSINESS COMPONENT (GENERAL BUSINESS OPTION)

The examinations listed below may be used to fulfill the business component requirements of the General Business Option. They may also be used to satisfy the 18 semester hours of unrestricted electives allowed in the general education component, if additional business subjects are desired beyond the 57 credits required in the business component.

Only those examinations marked "AD", i.e., advanced level, may be used to satisfy the Business Component requirements of 15 semester hours of advanced level work.

TYPE	AREA AND TITLE	CREDITS/ LEVEL	BUS. CORE
SS	SA424 Intermediate College Algebra	3	Math
SS	SA425 College Algebra	3	Math
SS	SB425 College Algebra (Modern)	3	Math
SS	SA/SB433 Basic Statistics	3	Stat
SS	SA440 Calculus I	6	Math
SS	SA441 Calculus II	6	Math
SS	SA442 Analytical Geometry and Calculus I	4	Math
SS	SA443 Analytical Geometry and Calculus II	4	Math
SS	SA444 Analytical Geometry and Calculus III	4	Math
SS	SA445 Differential Equations	3 AD	Math
SS	SA446 Linear Algebra	3 AD	Math
SS	SA/SB453 Principles of Economics I	3*	Econ
SS	SA/SB454 Principles of Economics II	3*	Econ
SS	SA525 Principles of Accounting I	3	Acct
SS	SA526 Principles of Accounting II	3	Acct
SS	SA527 Intermediate Accounting	6	Acct
SS	SA/SB533 Business Law I	3	
SS	SA534 Business Law II	3	
SS	SA535 Introduction to Data Processing	2	
SS	SA539 Principles of Management	3	MHR
SS	SA/SB543 Introduction to Business	3	
SS	SA544 Personnel Management	3	MHR
SS	SA545 Office Management	3	
SS	SA546 Risk and Insurance	3	
SS	SA547 Introduction to Real Estate	3	
SS	SA548 Money and Banking	3	Econ
SS	SA549 Marketing	3	Mktg
SS	SA960 Introduction to Quality Control	3	OPM

The liberal arts End-of-Course Tests and Subject Examinations administered by USAFI prior to 1960 can be used to satisfy the requirements of the general education component. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, the list of Subject Standardized Examinations presented above should be utilized as a guide in classifying the End-of-Course and Subject Examinations in terms of the subject matter areas of humanities, social sciences, and liberal arts electives.

---

*Only partially satisfies core requirement in economics, since it does not cover both microeconomics and macroeconomics.

SAMPLE

REGENTS EXTERNAL DEGREE STATUS REPORT
BACHELOR OF SCIENCE (business administration)
General Business Option

TITLE	GENERAL EDUCATION: Grade	GENERAL EDUCATION: Humanities	GENERAL EDUCATION: Social Sciences	GENERAL EDUCATION: Natural Sciences/ Mathematics	GENERAL EDUCATION: Unspecified Electives	BUSINESS: Semester Hrs. Completed	BUSINESS: Core Requirements Completed
1974-75: NEW YORK COLLEGE PROFICIENCY EXAMINATIONS							
Freshman English	A	6					
European History	B		6				
Shakespeare	C	3					
1972-73: COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)							
Humanities (470)	P	6					
Social Sciences/History (481)	P		6				
Mathematics (612)	P			6			
Natural Sciences (451)	P			6			
1969-70: UNIVERSITY OF N.							
Span 101: Beginning Spanish I	B	3					
Ed 101: Introduction to Education	C				3		
He 201: Personal Health	B				3		
Le 201: Introduction to Law Enforcement	C				3		
Le 202: Criminal Investigation	C				3		
Bus 101: Principles of Accounting I	A					3	Acct
Bus 201: Principles of Marketing	B					3	Mktg
Bus 204: Corporation Finance I	C					3	Fin
1973-74: REGENTS EXTERNAL DEGREE EXAMINATIONS							
Business Environment & Strategy	P					6	BE
Management of Human Resources—Level I (33)	P					6	MHR
1971: CLEP SUBJECT EXAMINATIONS							
Introductory Micro- and Macroeconomics (34)	P					3	Econ
Calculus with Analytic Geometry (8C)	P					6	Math
Statistics (47)	P					3	Stat
1975-76: UNIVERSITY OF V.							
Fin 251: Corporation Finance II	C					3	
*Fin 401: Financial Planning and Analysis	B					3	
*Mktg 401: Modern Marketing Management	B					3	
Evaluation No. 1 Jane Doe Total Hours	96	15	12	12	12	42	
Evaluation No. 2 Total Hours							
Evaluation No. 3 Total Hours							
Evaluation No. 4 Total Hours							
Evaluation No. 5 Total Hours							
Evaluation No. 6 Total Hours							

* Advanced Level
Transcript Evaluator Jane Doe
Program Advisor John Doe

SAMPLE STATUS REPORT

Bachelor of Science (business administration)
General Business Option

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from three testing agencies (Regents External Degree Program, New York College Proficiency Examination Program, College-Level Examination Program), and two colleges (University of M., University of V.). The amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the six semester hours for the New York College Proficiency Examination, "Freshman English," are classified under the humanities area of the general education component. The three semester hours for the Principles of Accounting I course completed at the University of M. are classified under the business component. The total number of hours earned in each area of the general education and business components, as well as the total for all areas, appears at the bottom of the Status Report.

As the requirements for the General Business Option of the Bachelor of Science (business administration) degree indicate, a minimum of 63 semester hours must be completed to satisfy the general education component. A minimum of 45 semester hours of these 63 hours must be earned in the liberal arts and sciences. Adding the totals of the three areas of the arts and sciences (humanities, social sciences, natural sciences-mathematics) determines that the candidate has completed a total of 42 semester hours of the 45-hour liberal arts and sciences requirement. This means that the candidate must complete an additional 3 semester hours to satisfy the total 45 semester-hour liberal arts and sciences requirement.

It is important to realize that, according to the degree requirements, the 45 semester hours of the liberal arts and sciences requirement must be distributed as follows: a minimum of 9 semester hours must be earned in each of the humanities and social sciences areas. The sample Status Report indicates that 18 semester hours have been earned in the humanities and 12 hours in the social sciences areas. Therefore, the liberal arts and sciences distribution requirement has been satisfied.

The sample Status Report also indicates that the candidate has earned 12 semester hours of unrestricted elective credit. After completing the 45 semester-hour liberal arts and sciences requirement, an additional 6 semester hours must be completed to satisfy the 63 semester-hour general education component requirement. These 6 semester hours can be earned in any area, including business, since the candidate is allowed 18 hours of elective credit.

The business component requires that a minimum of 57 semester hours of the 120 needed for the Bachelor of Science (business administration) degree with a General Business Option must be earned in the field of business or specified business-related areas. In addition to the total semester-hour requirement for the business component, there is also a core business requirement and a course-level requirement. The core requirement specifies that the candidate must demonstrate basic knowledge in each of the following areas: Accounting (Acct); Finance (Fin); Management of Human Resources (MHR); Marketing (Mktg); Operations Management (OPM); Business Policy (BP); Economics (Econ); Mathematics (Math); and Statistics (Stat). The course level requirement indicates that, of the 57 semester hours needed to satisfy the business component requirements, a minimum of 15 must be earned at the advanced level. See the "Course Level Requirement" subsection for a definition of advanced level.

The amount of credit awarded for courses and examinations is listed on the sample Status Report under the "Semester Hours Completed" column of the business component. As indicated, a total of 42 semester hours has been granted. To satisfy the total semester-hour requirement of the business component, an additional 15 semester hours are required.

The sample Status Report also indicates which core business requirements have been satisfied. In the "Core Requirement Satisfied" column of the business component, the requirements which have been satisfied are designated next to the course or examination used to demonstrate that basic knowledge was acquired. For example, the Status Report indicates that 3 semester hours of credit were awarded for the Principles of Accounting I course completed at the University of M. Since this course indicates that basic knowledge in the field of accounting was acquired, it was used to satisfy the accounting area of the Core Business Requirement. From a review of the Status Report, it can be determined that all core requirements have been satisfied with the exception of Operations Management. Although there is no minimum in terms of the number of semester hours needed to satisfy an area of the core requirement, the candidate must demonstrate basic knowledge in the field of Operations Management to satisfy the core business requirement. Semester hours earned to satisfy this requirement can also be used to satisfy the 57 semester-hour requirement for the business component.

On the sample Status Report, "advanced level" courses are designated with*, as indicated by the code information at the bottom of the sheet. By counting the number of semester hours for each course designated with *, one can compute that 6 semester hours of advanced work have been completed. Thus, to satisfy the course level requirement of 15 advanced level semester hours, an additional 9 hours must be earned at the advanced level. The semester hours earned to satisfy the course level requirement can also be used toward satisfying the 57 semester-hour requirement for the business component.

As additional work is presented toward meeting the degree requirements, the grade results will be recorded on an updated version of the Status Report, indicating the cumulative record of the candidate. When the degree requirements are met, the candidate will be notified of graduation.

At the bottom of the actual Status Report are listed the names of the Transcript Evaluator and Program Advisor. Questions regarding the candidate's program may be directed to either. In general, the Transcript Evaluators will respond to queries about the Status Report and the status of the candidate's records on file in the Registrar's office. Program Advisors will answer questions regarding the planning of a program to fulfill degree requirements.

SUBJECT AREA CONCENTRATION OPTION DEGREE REQUIREMENTS

The Bachelor of Science (Business administration) program with a Subject Area Concentration Option is not based on a credit-hour system. Rather, it is structured in terms of levels of competence. The candidates who select this option must choose to specialize in one of five major business subjects — accounting, finance, management of human resources, marketing, or operations management — and must demonstrate specified levels of competence in the remaining four subject areas, as well as satisfy the requirements of the general education component.

Minimum Academic Average

Candidates may satisfy degree requirements by submitting official transcripts of academic work completed through the methods described below. Only courses or examinations which carry grades of "C" (or better) or "P" ("Pass") at a score acceptable to the Regents External Degree faculty can qualify toward satisfying a business component requirement. Courses or examinations with grades of "D" can be used toward the general education component. However, before a candidate can qualify for graduation, an overall "C" (2.0) average must be obtained. Thus, if a semester course with a grade of "D" was accepted toward the general education component, at least one course with a grade of "B" or above must also have been accepted within either of the degree's two components. For the general education component there is no time limit on courses or examinations. Academic work submitted toward satisfaction of the business component requirements must have been completed since the beginning of the fall 1968 semester. Only those grades which the candidate wishes to apply toward the degree will be recorded and kept on file.

THE GENERAL EDUCATION COMPONENT (SUBJECT AREA CONCENTRATION OPTION)

The objective of the general education component is to ensure that degree recipients have basic, college-level competence in the humanities and the social sciences. Although not required, knowledge in the natural sciences and mathematics can be used to satisfy part of the requirements of this component.

The completion of any or all of the following will be considered for credit toward satisfying the general education component requirements of the Bachelor of Science (Business administration) Subject Area Concentration:

1. Possession of a previously earned degree
2. College courses from regionally accredited colleges
3. Proficiency examinations, including those offered through CLEP/PEP and USAFI
4. Military Service School courses and Military Occupational Specialties (MOS's)
5. Special Assessment of college-level knowledge for which existing proficiency examinations are not appropriate. Special Assessment may be used to satisfy general education component requirements only.
6. Evaluated noncollegiate educational programs
7. A combination of the above approaches

GENERAL EDUCATION COMPONENT REQUIREMENTS AND METHODS OF SATISFYING THEM

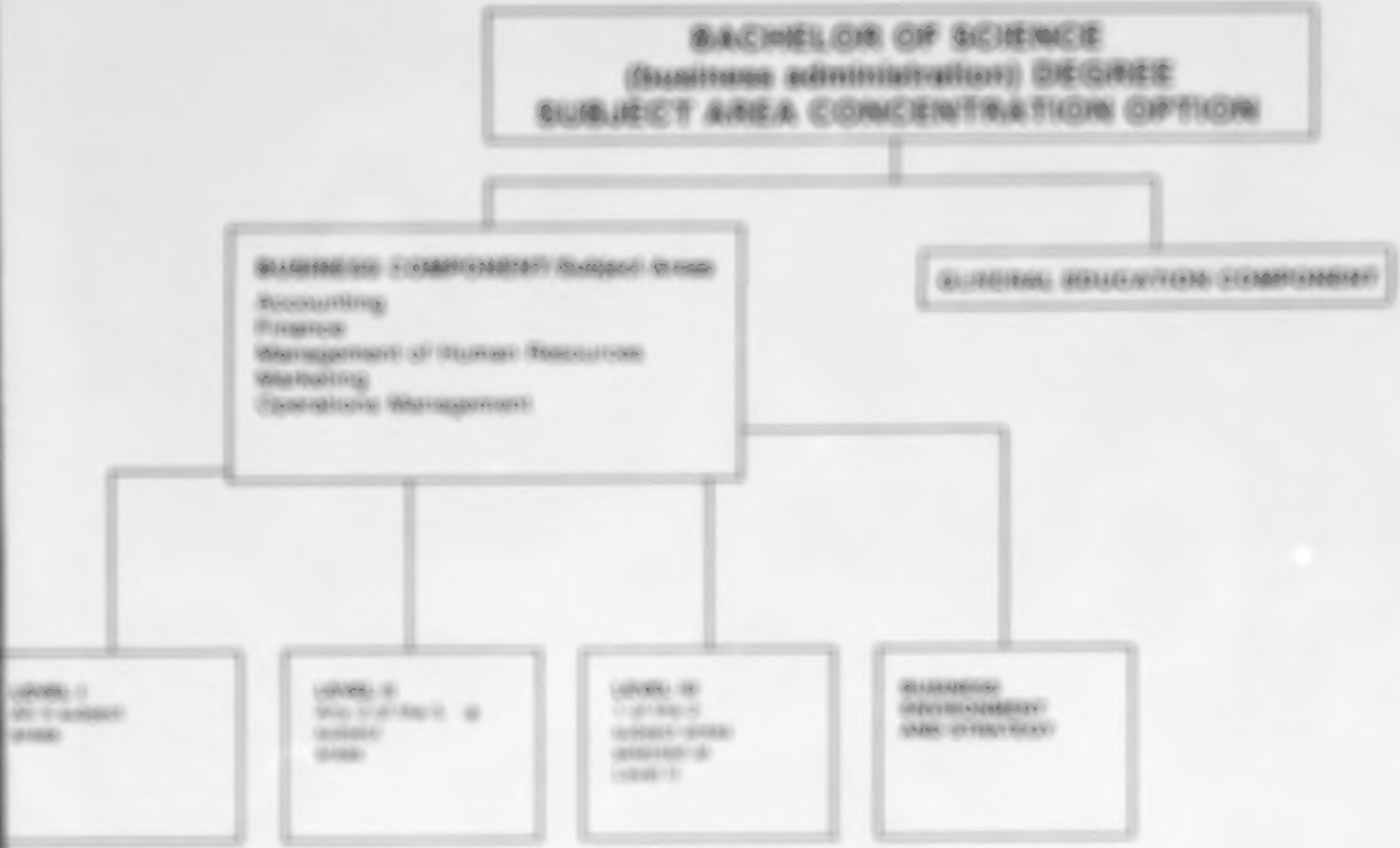
1. Possession of a previously earned degree

The requirements of the general education component can be satisfied by submitting verification that an Associate in Arts degree or a baccalaureate degree was completed at a regionally accredited institution of higher education. Other associate degrees (Associate in Science, Associate in Applied Science, etc.) may or may not satisfy the requirements of the general education component, and must be evaluated individually. (See number 2, "College Courses," below.)

2. College Courses

The number and type of courses needed to satisfy the requirements of the general education component are as follows:

- a. A minimum of 10 one-semester courses in liberal arts. (If the courses were completed on a quarter system a minimum of 15 courses is required.)
- b. The required courses must be distributed in the following manner:
  - (1) A minimum of two one-semester courses (three quarter courses) in the area of humanities (e.g., art, music, theatre, philosophy, literature, English language, classics)



BACHELOR OF SCIENCE
(business administration) DEGREE
SUBJECT AREA CONCENTRATION OPTION

BUSINESS COMPONENT Subject Areas
Accounting
Finance
Management of Human Resources
Marketing
Operations Management

LIBERAL EDUCATION COMPONENT

LEVEL I
[illegible]
[illegible]

LEVEL II
[illegible]
[illegible]
[illegible]

LEVEL III
[illegible]
[illegible]
[illegible]
[illegible]

BUSINESS
ENVIRONMENT
AND STRATEGY

(2) A maximum of two non-business courses (three quarter courses) in the area of social sciences (e.g. political science, sociology, history, psychology)

(3) The remaining six non-business courses (nine quarter courses) in the liberal arts [illegible] including the humanities, social sciences, or natural sciences (e.g. biology, chemistry, [illegible], geology, music, history, literature)

c. The following courses cannot be counted toward satisfying the requirements of the general education component:

(1) Business-related liberal arts courses which apply to requirements of the business component (e.g. principles of economics, statistics, calculus)

(2) All business courses

(3) All technical or vocational courses

Only official transcripts from regionally accredited colleges and universities will be evaluated and acceptable courses applied toward satisfying the requirements of the general education component. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate.

Candidates should guard against duplicating subject matter covered in various courses and/or examinations. The Regents External Degree reserves the right to assess candidates' coursework for possible duplication. For the general education component, there is no time limit on course completions as long as official transcripts are available.

For specific information regarding procedures for submitting transcripts to the Regents External Degree Program, consult the "Opportunities for Earning Credit" section of this catalog.

C. Proficiency Examinations

The requirements of the general education component may be satisfied by obtaining satisfactory scores on the approved proficiency examinations. These examinations must be distributed as follows:

a. At least one examination must be classified as being humanities

b. At least one examination must be classified as being social sciences

c. The remaining three examinations can be from any of the liberal arts classifications (humanities, social sciences, and natural sciences) (e.g. history, literature, music, chemistry, etc.)

The following proficiency examinations cannot be counted toward satisfying the requirements of the general education component:

(1) Business-related liberal arts examinations which apply to requirements of the business component (e.g. principles of economics, statistics, calculus)

(2) All business examinations

(3) All technical or vocational examinations

A list of the available proficiency examinations which are approved for satisfying the requirements of the general education component of the Bachelor of Science: Business Administration degree may be found near the end of this section. For more information on the examination programs — College Proficiency Examination Program (CPEP), Regents External Degree Examinations (REDE), Advanced Placement (AP) Examinations, College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES) or United States Armed Forces Institute (USAFI), Graduate Record Examinations (GRE), Advanced Tests and Undergraduate Program (UP) Field Tests — may be found in the "Opportunities for Earning Credit" section of this catalog. Proficiency examinations may be submitted for evaluation purposes if an official transcript is available.

D. Military Service School Courses and Military Occupational Specialties (MOS's)

Those military service school courses or Army Military Occupational Specialties (MOS's) which have been evaluated in terms of college credit by the Office on Educational Credit, formerly the Commission on Accreditation of Service Experience (CASE), of the American Council on Education may be used. The credit recommendations provided by this office will be used to determine the amount of academic credit in the [illegible] toward the degree and to classify the courses and MOS's in terms of the distribution requirements. (See "Opportunities for Earning Credit" section of this catalog for further details.)

E. Special Assessment

Special assessment can be used as a means of satisfying the requirements of the general educa-

173

[illegible]

b) [illegible] Programs

[illegible]

c) Combination of Approaches

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

(1) [illegible]

(2) [illegible]

(a) [illegible]

(b) [illegible]

[illegible]

(1) [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

ed only if it involves a study of human relations and is *not* a description of personnel functions.

OR 2. Waiver No. II

The examination Introduction to Business Management (CLEP)

OR

SA 539 Principles of Management (DANTES or USAFI)

AND

SA 544 Personnel Management (USAFI)

OR

a course in organizational behavior, human relations, behavioral sciences in management, or supervision

B. Level II: The completion of the following:

1. Three of the following courses (or equivalent of 9 semester hours) beyond the Level I requirement: manpower planning, management behavior, industrial psychology, collective bargaining, organization theory, group behavior, interpersonal behavior, personnel administration, industrial relations, organization behavior, management and its environment, group dynamics

Note: Courses of a functional nature with such titles as sales management, marketing management, transportation are *not* appropriate for purposes of satisfying this requirement.

IV. *Marketing**

A. Level I: The completion of the following:

1. One-semester course in introduction to marketing, principles of marketing, or basic marketing. (Courses in salesmanship or advertising are *not* appropriate and will not be accepted toward satisfying the requirement.)

OR

SA 549 Marketing Examination (DANTES or USAFI)

B. Level II: The completion of the following:

1. One-semester course in marketing research

AND 2. One-semester course in advertising

AND 3. One-semester course in retailing, wholesaling, logistics, distribution, or channels

Note: Courses in salesmanship or sales management are *not* appropriate for purposes of satisfying this requirement.

V. *Operations Management*

A. Level I: The completion of the following:

1. One-semester course in operations management or production management

(Courses in principles of management, organization of management, organizational management, or behavior of management are *not* appropriate.)

AND 2. One- or two-semester courses in statistics. Both descriptive as well as inferential statistics topics, such as distributions, probability, and regression must be covered,

OR

Statistics Examination (CLEP),

OR

SA/SB 433 Basic Statistics Examination (DANTES or USAFI)

AND 3. One- or two-semester courses in mathematics for management, quantitation analysis, linear algebra, or calculus. Course content must cover *linear algebra and calculus,*

OR

One examination from *each* of the following groups:

Group I

College Algebra (CLEP)
College Algebra and Trigonometry (CLEP)
SA424 Intermediate College Algebra (DANTES or USAFI)
SA425 College Algebra (DANTES or USAFI)
SB425 College Algebra (DANTES or USAFI)
SA446 Linear Algebra (DANTES or USAFI)

Group II

Introductory Calculus (CLEP)
SA440 Calculus I (DANTES or USAFI)
SA441 Calculus II (DANTES or USAFI)
SA442 Analytic Geometry & Calculus I (USAFI)
SA443 Analytic Geometry & Calculus II (USAFI)

---

*The examination in Introductory Marketing administered by CLEP *cannot* be used to satisfy any of the marketing requirements of the Subject Area Concentration Option of the Regents External Degree in business.

SA444 Analytic Geometry & Calculus III (USAFI)
SA445 Differential Equations (DANTES or USAFI
Advanced Placement Mathematics (AP)

B. Level II: The completion of three one-semester courses beyond the Level I requirement with at least one from each of the following two groups:
   1. *Application* Course Titles: production system design, inventory management, logistics,* facilities planning and control, inventory control, operations management II, advanced production management, materials management, production planning and control, introduction to math programming, or operations planning and control
   2. *Methodological* Course Titles: simulation, queuing, advanced statistical procedures,** operations research, operations analysis, systems analysis, advanced probability theory, Markov analysis, stochastic processes, econometrics, network theory, control theory, quality control, forecasting techniques,
      OR
      SA 960 Introduction to Quality Control (DANTES or USAFI)***

VI. *Business Environment and Strategy* — Completion of the following:
   1. One upper-level course which covers business policy
   2. A minimum of one additional course which covers:
      a. Business-government relations, and
      b. Business environment

---

*Logistics can count for both marketing and operations management Level II requirements.
**Advanced statistical procedures must cover topics related to statistical decision-making, such as sequential analysis, Bayesian analysis, and contingency tables.
***SA 960 Introduction to Quality Control (DANTES or USAFI) is equivalent to a one-semester course.

APPROVED EXAMINATIONS FOR FULFILLING BACHELOR OF SCIENCE (BUSINESS ADMINISTRATION) REGENTS EXTERNAL DEGREE REQUIREMENTS — SUBJECT AREA CONCENTRATION OPTION

CPE = New York College Proficiency Examination
REDE = Regents External Degree Examination
AP = Advanced Placement (College Board) Examinations
CLEP = College-Level Examination Program
DANTES= Defense Activity for Non-Traditional Education Support Test
GRE = Graduate Record Examination Advanced Test
UP = Undergraduate Program Field Test
USAFI = United States Armed Forces Institute Test

CPE, REDE, AP, CLEP, GRE, and UP Tests are listed alphabetically by the exact title of the examinations under the subject area distribution. DANTES and USAFI examinations are listed with the GED's first, followed by the SA/SB examinations in numerical order according to subject area distribution. Therefore, the reader should check the entire list for each subject area.

GENERAL EDUCATION COMPONENT

(Subject Area Concentration Option)

Humanities

PREPARED BY	AREA AND TITLE
CLEP	American Literature
CPE	American Literature: The Beginnings to the Civil War
CPE	American Literature: The Civil War to the Present
CLEP	Analysis and Interpretation of Literature
CPE	Applied Music, Major Level
CPE	Applied Music, Minor Level
AP	Art
UP	Art History
AP	Classics
CLEP	College French
CLEP	College German
CLEP	College Spanish
UP	Drama and Theatre
AP	English
CLEP	English Composition — General
CLEP	English Composition — Subject
CLEP	English Literature
AP	French
GRE	French
UP	French
REDE	French (Battery A)
REDE	French (Battery B): Applied Linguistics
CPE	Freshman English
CLEP	Freshman English
AP	German
GRE	German
UP	German
REDE	German (Battery A)
REDE	German (Battery B): Applied Linguistics
CLEP	Humanities — General
REDE	Italian (Battery A)
REDE	Italian (Battery B): Applied Linguistics
UP	Literature
GRE	Literature in English
AP	Music
GRE	Music
UP	Music
GRE	Philosophy
UP	Philosophy
CPE	Philosophy of Education*
REDE	Russian (Battery A)
REDE	Russian (Battery B): Applied Linguistics
UP	Scholastic Philosophy
CPE	Shakespeare
AP	Spanish
GRE	Spanish
UP	Spanish
REDE	Spanish (Battery A)
REDE	Spanish (Battery B): Applied Linguistics

Social Sciences

PREPARED BY	AREA AND TITLE
CPE	African and Afro-American History
CLEP	Afro-American History
CLEP	American Government

---

*Graduate-level examination

PREPARED BY	AREA AND TITLE
CPE	American History
AP	American History
CLEP	American History
CLEP	Behavioral Sciences for Nurses
CPE	Educational Psychology
CLEP	Educational Psychology
CPE	European History
AP	European History
REDE	French (Battery B): Civilization and Culture
CLEP	General Psychology
GRE	Geography
UP	Geography
REDE	German (Battery B): Civilization and Culture
GRE	History
UP	History
CPE	History of American Education
CLEP	Human Growth and Development
REDE	Italian (Battery B): Civilization and Culture
GRE	Political Science
UP	Political Science
GRE	Psychology
UP	Psychology
REDE	Russian (Battery B): Civilization and Culture
CLEP	Social Sciences: History — General
GRE	Sociology
UP	Sociology
CLEP	Sociology (Introductory)
REDE	Spanish (Battery B): Civilization and Culture
CLEP	Western Civilization

Liberal Arts Electives

PREPARED BY	AREA AND TITLE
CPE	Anatomy and Physiology
CLEP	Anatomy-Physiology-Microbiology
CPE	Biology
AP	Biology
CLEP	Biology
GRE	Biology
UP	Biology
AP	Chemistry
GRE	Chemistry
UP	Chemistry
CPE	Earth Science
CLEP	General Chemistry
CLEP	Geology
GRE	Geology
UP	Geology
CLEP	Mathematics — General
CLEP	Microbiology
CLEP	Natural Sciences — General
AP	Physics
GRE	Physics
UP	Physics
CLEP	Trigonometry

BUSINESS COMPONENT

PREPARED BY	AREA AND TITLE
CLEP	Accounting (Introductory)*
REDE	Business — Accounting (Level I)
REDE	Business — Accounting (Level II)**
REDE	Business — Accounting (Level III)**
REDE	Business — Business Environment and Strategy
REDE	Business — Finance (Level I)
REDE	Business — Finance (Level II)**
REDE	Business — Finance (Level III)**
REDE	Business — Management of Human Resources (Level I)
REDE	Business — Management of Human Resources (Level II)**
REDE	Business — Management of Human Resources (Level III)**
REDE	Business — Marketing (Level I)
REDE	Business — Marketing (Level II)**
REDE	Business — Marketing (Level III)**
REDE	Business — Operations Management (Level I)
REDE	Business — Operations Management (Level II)**
REDE	Business — Operations Management (Level III)**
CLEP	College Algebra*
CLEP	College Algebra and Trigonometry*
GRE	Economics*
UP	Economics*
CLEP	Introduction to Business Management*
CLEP	Introductory Business Law*
CLEP	Introductory Calculus*
CLEP	Introductory Calculus with Analytical Geometry*
CLEP	Introductory Economics*
CLEP	Introductory Macroeconomics*
CLEP	Introductory Microeconomics*
AP	Mathematics*
CLEP	Money and Banking*
CLEP	Statistics*

---

*Partially fulfills Level I requirements

**Credit granted for lower level examinations (i.e., Levels I and/or II), if not previously taken.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) and UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS

The United States Armed Forces Institute (USAFI), formerly a U.S. Department of Defense organization, up to June 1974 offered many examinations, including the General Educational Development (GED) — College Level Examinations, Subject Standardized Tests, End-of-Course Tests, and Subject Examinations, which can be used to fulfill many Regents External Degree requirements. Currently the Defense Activity for Non-Traditional Education Support (DANTES) provides many of USAFI's testing activities, including the College Level Examination Program (CLEP) General and Subject examinations and the former USAFI Subject Standardized Tests.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) EXAMINATIONS

SS = Subject Standardized Tests

GENERAL EDUCATION COMPONENT
(Subject Area Concentration)

TYPE	AREA AND TITLE
	Humanities
SS	SB408 Survey of English Literature I
SS	SA408 Survey of American Literature I
SS	SA409 Survey of American Literature II
SS	SA577 Beginning French I
SS	SA578 Beginning French II
SS	SA579 Beginning German I
SS	SA580 Beginning German II
SS	SA583 Beginning Spanish I
SS	SA584 Beginning Spanish II
SS	SA585 Beginning Italian I
SS	SA586 Beginning Italian II
SS	SA620 Technical Writing
	Social Sciences
SS	SB457 History of Western Civilization to 1500
SS	SB458 History of Western Civilization since 1500
SS	SA462 History of the American Negro
SS	SA467 History of Modern East Asia
SS	SA468 History of Southeast Asia
SS	SA471 History of Africa
SS	SA472 Problems of Contemporary Latin America*

TYPE	AREA AND TITLE
SS	SA481 Modern European Governments
SS	SA482 Modern Asian Governments
SS	SA488 Psychology of Adjustment
SS	SA491 Educational Psychology
SS	SA496 General Anthropology
SS	SA499 Criminology
SS	SA501 History and Philosophy of Education
	Liberal Arts Electives
SS	SA615 Plane Trigonometry
SS	SB500 Astronomy
SS	SA505 General Geophysics
SS	SA710 Oceanography
SS	SB512 Principles of Physical Science I
SS	SA714 College Chemistry I
SS	SA715 College Chemistry II
SS	SB717 College Physics I
SS	SB718 College Physics II
SS	SA719 Geology I
SS	SA720 Geology II
SS	SA750 Climatology: Meteorology
SS	SA761 Fundamentals of Electricity

BUSINESS COMPONENT
(Subject Area Concentration Option)

TYPE	AREA AND TITLE
SS	SA624 Intermediate College Algebra**
SS	SB625 College Algebra**
SS	SB633 Basic Statistics**
SS	SA640 Calculus I**
SS	SA641 Calculus II**
SS	SA647 Differential Equations**
SS	SA646 Linear Algebra**
SS	SB651 Principles of Economics I**
SS	SB654 Principles of Economics II**
SS	SA525 Principles of Accounting I**
SS	SB533 Business Law I**
SS	SA530 Principles of Management**
SS	SA540 Money and Banking**
SS	SA549 Marketing**
SS	SA990 Introduction to Quality Control***

---

*Not applicable if taken after April 1, 1976

**Partially fulfills Level I requirement

***Partially fulfills Level II requirement, also not applicable if taken after April 1, 1976

UNITED STATES ARMED FORCES INSTITUTE (USAFI) EXAMINATIONS*

GED = College Level Examinations
SS = Subject Standardized Tests

GENERAL EDUCATION COMPONENT
(Subject Area Concentration Option)

TYPE AREA AND TITLE

Humanities

GED Expression
GED Literary Materials
SS SB400 English Composition I
SS SB401 English Composition II
SS SA406 Survey of English Literature I
SS SA407 Survey of English Literature II
SS SA417 Speech I
SS SA418 Speech II
SS SA775 Beginning Latin I
SS SA776 Beginning Latin II
SS SA777 Beginning French I
SS SA778 Beginning French II
SS SA779 Beginning German I
SS SA780 Beginning German II
SS SA781 Beginning Russian I
SS SA782 Beginning Russian II
SS SA783 Beginning Spanish I
SS SA784 Beginning Spanish II
SS SA785 Beginning Italian I
SS SA786 Beginning Italian II
SS SA420 Technical Writing

Social Sciences

GED Social Sciences
SS SA455 History of the United States I
SS SA456 History of the United States II
SS SA457 History of Civilization I
SS SA458 History of Civilization II
SS SA459 Modern European History I
SS SA460 Modern European History II
SS SB460 European History (since 1914)
SS SA462 History of the American Negro
SS SA463 Russian History I
SS SA464 Russian History II
SS SA465 Latin American History I
SS SA466 Latin American History II
SS SA467 History of Modern East Asia
SS SA468 History of Southeast Asia
SS SA469 History of the Middle East
SS SA471 History of Africa
SS SA472 Problems of Contemporary Latin America
SS SA473 American Government I

TYPE AREA AND TITLE

SS SA474 American Government II
SS SA478 International Relations
SS SA481 Modern European Governments
SS SA482 Modern Asian Governments
SS SA487 General Psychology
SS SA488 Psychology of Personality and Adjustment
SS SA491 Educational Psychology
SS SA494 General Anthropology
SS SA497 Introductory Sociology
SS SA498 Sociology (Social problems)
SS SA499 Criminology
SS SB499 Criminology
SS SA521 College Geography I (Physical)
SS SA522 College Geography II (Cultural)
SS SA523 Elements of Geography

Liberal Arts Electives

GED Natural Sciences
SS SA608 Analytical Geometry
SS SA609 Plane Trigonometry
SS SA, SB500 Astronomy
SS SA, SB507 College Biology I
SS SA, SB508 College Biology II
SS SA509 General Geophysics
SS SA510 Oceanography
SS SA512 Survey of Physical Science I
SS SA513 Survey of Physical Science II
SS SA514 College Chemistry I
SS SA515 College Chemistry II
SS SA, SB517 College Physics I
SS SA, SB518 College Physics II
SS SA519 Geology I
SS SA520 Geology II
SS SA700 General Aeronautics

BUSINESS COMPONENT
(Subject Area Concentration Option)

SS SA624 Intermediate College Algebra**
SS SA625 College Algebra**
SS SB625 College Algebra (Modern)**
SS SA, SB635 Basic Statistics**
SS SA640 Calculus I**
SS SA641 Calculus II**
SS SA642 Analytical Geometry and Calculus I**
SS SA643 Analytical Geometry and Calculus II**
SS SA644 Analytical Geometry and Calculus III**
SS SA647 Differential Equations**
SS SA648 Linear Algebra**

---

*All USAFI examinations listed were administered prior to May 1974. See the preceding pages for those Subject Standardized Tests currently available through DANTES.

**Partially fulfills Level I requirement

CODE	AREA AND TITLE
[illegible]	[illegible] Principles of Economics I*
[illegible]	[illegible] Principles of Economics II*
[illegible]	[illegible] Principles of Accounting I*
[illegible]	[illegible] Principles of Accounting II*
[illegible]	[illegible] Intermediate Accounting**
[illegible]	[illegible] Business Law I*

CODE	AREA AND TITLE
[illegible]	[illegible] Business Law II*
[illegible]	[illegible] Principles of Management*
[illegible]	[illegible] Personnel Management*
[illegible]	[illegible] Marketing*
[illegible]	[illegible] Introduction to Quality Control***

The liberal arts *End-of-Course Tests and Subject Examinations* administered by USAFI prior to [illegible] can be used to satisfy the requirements of the general education component. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, the list of Subject Standardized Examinations presented above should be utilized as a guide in classifying the End-of-Course and Subject Examinations in terms of the subject matter areas of humanities, social sciences, and liberal arts electives.

---

*Partially fulfills Level I requirement.

**Partially fulfills Level II requirement.

***Partially fulfills Level III requirement; also not applicable if taken after April 1, 1978.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Transcript Evaluator: [illegible]
Program Advisor: [illegible]

SAMPLE STATUS REPORT
Bachelor of Science (Business Administration) Regents External Degree
(Subject Area Concentration Option)

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from four testing agencies (Regents External Degree Program, New York College Proficiency Examination Program, College-Level Examination Program, USAFI/DANTES), one regionally accredited college (University of X.), and one military service school. The examinations and courses previously completed through the testing agencies, colleges, and military service schools which qualify toward meeting a degree requirement are recorded. An "X" has been made to designate the specific degree requirement to which each course or examination applies. (Since the degree requirements are specified by courses or examinations completed rather than by credit hours, no record of credits for each course or examination will be shown on the Status Report.) The code letters (C, N, P) at the bottom of the Status Report indicate the extent to which each of the specific degree requirements has been satisfied: C-requirement completely met; P-requirements partially met; N-requirements not met.

A review of the sample Status Report indicates that all of the requirements of the general education component have been satisfied by using both examinations and courses. The candidate has the required 2.0 or C average required for the general education component of the degree, since the one D grade (in Political Science) is offset by one A (in Biology) and two B's (in Earth Science and European History). The requirements of the general education component were satisfied through the completion of four examinations, a one-semester college course at the University of X., and a military service school course, which was equated to a one-semester liberal arts college course on the basis of the credit recommendation provided by the Office on Educational Credit. The distribution requirement of the general education component requires that at least one examination or two one-semester courses be classified as humanities and at least one examination or two one-semester courses as a social science — plus six one-semester courses or three proficiency examinations (or their equivalent) in any nonbusiness-related areas, including the liberal arts, social sciences, or natural sciences-mathematics. The sample Status Report indicates that this candidate has fulfilled this requirement by submitting and having accepted a CLEP general examination in Humanities to satisfy the humanities requirement, and a College Proficiency Examination in European History to satisfy the social science requirement. In addition, the candidate has completed two other New York College Proficiency Examinations in Biology and Earth Science and a course in Political Science at the University of X.

The sample Status Report also indicates that the candidate has partially satisfied the Level I accounting requirement by submitting and having accepted the two Principles of Accounting courses completed at the University of X. Information listed in the "Guidelines for Meeting Regents External Degree Business Requirements" section of this catalog indicates that the Level I accounting requirement can be entirely satisfied by completing the following:

1. Two one-semester courses in introduction to accounting
   OR
   Introductory Accounting Examination (CLEP)
   OR
   SA 555-556 Principles of Accounting I and II Examinations (DANTES or USAFI)
   OR
   Accounting (CPE, offered prior to 1973)

AND 2. One-semester course in introduction to business law
   OR
   Introductory Business Law Examination (CLEP)
   OR
   SA 558 CCC Business Law I Examination (DANTES or USAFI)

Since the candidate has completed point number 1 of this requirement by using the two Principles of Accounting courses, but has submitted no evidence of work completed in the area of business law, point number 2 must be satisfied in order to complete the Level I accounting requirement. In other words, either a one-semester course in business law or a proficiency examination (CLEP, DANTES, or USAFI) in business law must be successfully completed.

As indicated on the Status Report, the candidate has also partially satisfied the Level I finance requirement by using the two DANTES Subject Standardized Examinations of Principles of Economics I and II. By consulting the "Guidelines for Meeting Regents External Degree Business Examinations," the candidate can determine that the complete Level I finance requirement can be satisfied most efficiently by selecting Option II and completing a one-semester corporation finance course.

However, the candidate may select Option I and either (a) complete a one-semester corporation finance course, as well as a one-semester course or an approved examination in money and banking or (b) may elect to take the Regents External Degree Examination in Finance (Level I). By doing either of these, however, the candidate would actually be completing more academic work than the minimum requirement: an additional course, or an examination (Regents External Degree Examination), which covers topics previously covered by the college courses already completed in economics.

As indicated earlier, each Regents External Degree Examination has been designed to completely satisfy a particular business component requirement.

[illegible]

[illegible]

[illegible]

[illegible]

REGENTS EXTERNAL DEGREE
COMMITTEE ON BACHELOR OF SCIENCE
(BUSINESS ADMINISTRATION)

[illegible]

ADVISORY BOARD OF
THE UNIVERSITY OF THE STATE OF NEW YORK
REGENTS EXTERNAL DEGREE

[illegible]

CORRESPONDING MEMBERS

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

- [illegible]
- [illegible]

[illegible]

[illegible]

1. **College Courses**
Transcripts — Only official transcripts from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the dates of attendance.
Grading Policies — There is no time limit on completion of a course for it to be recorded for credit on Regents Credit Bank transcripts. Only those grades and courses that the candidate desires to list on the Credit Bank record will be evaluated. The amount of semester hours of credit recorded for individual courses is determined by the amount of credit that appears on the transcript from the institution at which the courses were completed. Credit hours earned at colleges on a quarter year must be multiplied by two-thirds in order to convert them to semester hours.

2. **Proficiency Examinations**
Transcripts — Only official transcripts from the following college-level testing agencies will be evaluated for the Credit Bank by the Regents External Degree registrar:
   - New York College Proficiency Examination Program (CPE)
   - Regents External Degree Examination Program (REDE)
   - College Board Advanced Placement Examination Program (AP)
   - College-Level Examination Program — both single subject and general examinations (CLEP)
   - Defense Activity for Non-Traditional Education Support (DANTES) or United States Armed Forces Institute (USAFI)
   - Graduate Record Examination Advanced Tests (GRE)
   - Undergraduate Program Field Tests (UP)

   Grading Policies — There is no time limit for completion of an examination for it to be considered for credit. Discontinued examinations will be evaluated for credit as long as official transcripts are available. Only those grades and examinations that candidates desire to have recorded will be evaluated. A complete listing of the minimum acceptable scores for all of the examinations offered by the recognized testing agencies can be found in the "Approaches to Earning Credit" section of this catalog.

3. **Military Service School Courses and Military Occupational Specialties (MOS's)**
Credit may be accumulated in the Regents Credit Bank by completing military service school courses which contain college-level work and which have been evaluated by the Office on Educational Credit (formerly the Commission on Accreditation of Service Experience) of the American Council on Education. The same is true for a selected number of Army Military Occupational Specialties (MOS's). The actual credit recommendations provided by the Office on Educational Credit will determine the amount of academic credit to be recorded. For those courses that have been evaluated by the Office on Educational Credit but do not carry credit recommendations no credit will be recorded on the Regents Credit Bank record.

4. **Special Assessment**
Special Assessment can be used as a means of earning credit to be recorded on a Regents Credit Bank record. The amount and type of credit that may be granted for each assessment will vary according to the learning experience evaluated. A complete description of Special Assessment is provided in the "Approaches to Earning Credit" section of this catalog.

5. **Evaluated Noncollegiate Educational Programs**
Credits can be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions, police academies, and other agencies which have been evaluated by the New York State Education Department's Office on Noncollegiate Sponsored Instruction, or by the American Council on Education and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

6. **FAA Airman Certificates**
Credits are awarded for certain Federal Aviation Administration (FAA) Airman (Pilot) Certificates. These credits may be used *only* toward fulfillment of the elective requirements of Regents External Degrees, if the enrollee should decide to become a candidate for a Regents Degree. Further information is found in the "Approaches to Earning Credit" section of this catalog.

HOW THE REGENTS CREDIT BANK WORKS

1. To participate in the Regents Credit Bank, an individual should complete and forward an official enrollment form directly to the Regents External Degree Program. A nonrefundable check or money order in the amount of $75 must accompany the enrollment form. Enrollees are entitled to an unlimited number of evaluations and transcripts over a two-year period. The enrollment form may be obtained from: Regents Credit Bank, The University of the State of New York, 99 Washington Avenue, Albany, N.Y. 12230.
2. Upon official notification of enrollment in the Regents Credit Bank, the enrollee should request official transcripts from colleges and testing agencies, and other official documentation, such as DD295 or DD214, be forwarded to the Regents External Degree registrar. Only official transcripts which come directly from the college or testing agency can be accepted for evaluation. For enrollees who have completed courses and examinations through the United States Armed Forces Institute (USAFI), official transcripts should be obtained from the Defense Activity for Non-Traditional Education Support (DANTES), which has succeeded USAFI. See the "Approaches to Earning Credit" section of this catalog for directions on submitting transcripts.
3. All transcripts and other official records will be evaluated and credit recommendations will be recorded on the transcript of The University of the State of New York in accordance with the academic standards and policies established by the faculty of the Regents External Degree Program. Only those courses or examinations that the enrollee wishes to appear on the transcript will be recorded and kept on file. A "student copy" of the transcript will be forwarded to the Regents Credit Bank member after each evaluation. In this way, enrollees will know exactly what has been evaluated and how it appears on the official transcript.
4. Enrolled members can request transcripts to be forwarded to an institution, agency, business, or individual at any time. Members will receive a "Transcript Request Form" when they enroll in order to request a transcript when needed. Each time a "Transcript Request Form" is received, the Registrar will issue an official transcript to the designated institution, agency, business, or individual, and will automatically send another "Transcript Request Form" to the enrollee (for future use), with the notice that the transcript has been forwarded as requested.
5. Regents Credit Bank members interested in applying for a Special Assessment should contact the Regents External Degree office for information on the process and the necessary application. An explanation of Special Assessment appears in the "Approaches to Earning Credit" section of this catalog.

PART III

THE NEW YORK COLLEGE PROFICIENCY EXAMINATIONS AND THE REGENTS EXTERNAL DEGREE EXAMINATIONS

INTRODUCTION: AN OVERVIEW

The New York College Proficiency Examination Program is a college-level testing program offering examinations in a wide variety of subject matter fields. The examinations may be taken by anyone to validate knowledge gained outside of the formal college classroom, primarily for the purpose of earning college credit, but also for satisfying teacher certification or Regents External Degree requirements, for job-related reasons, or for personal satisfaction. After counsel with college faculty and administrators, the Board of Regents of The University of the State of New York established the College Proficiency Examination Program to provide a means for the many people who acquire college-level knowledge and abilities in unconventional ways to earn college credit for what they know. The Regents External Degree Examinations grew out of the College Proficiency Examination Program.

The Ford Foundation Fund for the Advancement of Education underwrote the beginnings of the program and, in 1963, the first College Proficiency Examinations were administered to 200 candidates. Since that time the College Proficiency Examination Program and the credit-by-examination concept have grown steadily. New faculty-developed examinations have been added and now College Proficiency Examinations are available in more than thirty college subjects in the arts and sciences, education, criminal justice, and nursing. Over 80,000 College Proficiency Examinations have been administered and colleges and universities in New York and other states have granted more than 100,000 course credits for satisfactory College Proficiency Examination grades.

The success of College Proficiency Examinations in demonstrating that individuals can meet high academic standards without formal classroom preparation led, in 1970, to the establishment of the Regents External Degree Program. This program is designed to enable an individual who has knowledge equivalent to that of a college or university degree recipient to earn an undergraduate degree, regardless of how the person has prepared. Regents External Degrees are based on the principles and experiences of the College Proficiency Examination Program, particularly in the reliance on requirements and examinations developed by representative college faculty members. Although Regents External Degree Examinations are intended primarily to meet RED requirements, they are generally developed and normed in the same fashion as are College Proficiency Examinations. They can also be used to obtain course credit or advanced placement at colleges and universities or to meet teacher certification requirements in foreign language skills.

COLLEGE PROFICIENCY AND REGENTS EXTERNAL DEGREE EXAMINATIONS NOW OFFERED THROUGHOUT THE NATION AND AT MILITARY BASES AT HOME AND ABROAD

College Proficiency and Regents External Degree Examinations are expanding educational opportunities for the nontraditional learner. Many other states have endorsed the educational and economic benefits of these programs. Besides being offered four times a year in New York State, most College Proficiency and Regents External Degree Examinations are now administered around the world under the auspices of the American College Testing Program (ACT), a nonprofit agency providing testing and other educational services. See page 182 for the details on ACT testing. Military personnel may also obtain information on ACT tests from their base Test Control Officer.

Some of the many people helped by College Proficiency and Regents External Degree Examinations are:

- Individuals who master a subject through self-study, hospital service, industrial training programs, noncollegiate business or trade school courses, educational television courses, correspondence courses, or adult education programs to earn credits toward a college degree
- Nurses and others in allied health fields working toward an associate or baccalaureate degree in nursing at traditional college campuses, who sometimes earn as much as a year's worth of credit
- People who have a bachelor's degree but lack some course requirements for a New York State teaching certificate or a New York City teaching license, or teachers who want to be certified in a second subject matter area
- Students who are enrolled in the Regents External Degree Program and who take College Proficiency and Regents External Degree Examinations to meet External Degree requirements for associate in arts, associate in science, bachelor of arts, bachelor of science, bachelor of science in business administration, or associate or bachelor of science in nursing degrees
- Members of the armed services, Peace Corps, and other people who learn a language or study college subjects while abroad and who wish to gain college credit or teacher certification
- High school students of above average ability who take College Proficiency or Regents External Degree Examinations to enter college with advanced standing
- Law enforcement officers who have prepared themselves for promotions or college degrees through on-the-job-training or inservice or academy courses.

THE EXAMINATIONS

The College Proficiency and Regents External Degree Examination Programs direct the activities of more than 400 faculty members from New York's colleges and universities, who serve as consultants to The University of the State of New York for examination development. Working in committees, these consultants draw up examination specifications, develop study guides, write examination questions, and rate candidates' answers to those questions. In cooperation with staff testing specialists, the faculty committees help determine the levels of performance needed to achieve satisfactory grades on the basis of data obtained by administering the tests to college students completing comparable courses.

To keep pace with the latest developments in a subject matter area, each examination is under a continuous process of review and approval by its committee, composed of outstanding college faculty in the appropriate academic discipline. A few examinations are obtained from other testing agencies. In these cases, examinations are adopted only when their use has been recommended by the faculty committee for that subject.

College Proficiency and Regents External Degree Examinations are designed to test not only the individual's factual knowledge, but also the ability to use that knowledge effectively. They are difficult and demanding tests. Most of them are undergraduate-level examinations, although a few (Philosophy of Education, Corrective and Remedial Instruction in Reading, and Diagnosis and Remediation of Reading Problems) are graduate-level tests. Some of the examinations measure objectives of introductory-level college courses in that subject; others parallel more advanced-level undergraduate courses. The examinations vary in format and may include multiple-choice, short-answer, and essay or problem sections; they are graded on a letter grade (A,B,C,D,F,), standard score, or pass-fail basis. An alphabetical listing of College Proficiency and Regents External Degree Examinations is on pages 307-8 and a complete description of the content of each may be found in the "Examination Content Descriptions" section of this catalog.

The College Proficiency Examinations in Accounting and Modern Foreign Languages (French, German, Italian, Russian, Spanish) have been offered as Regents External Degree Examinations since May 1973. These tests can continue to be used for college credit or teacher certification purposes, as can many Regents External Degree Examinations.

All individuals who believe they know the subject matter may take a College Proficiency or Regents External Degree Examination; there are no prerequisites. Most College Proficiency Examinations and Regents External Degree Examinations are given four times a year at testing centers throughout New York State, and most of them are now offered throughout the United States and at military installations at home and abroad under the auspices of the American College Testing (ACT) Program. (See pages 182-3 for details of the ACT testing outside New York. Military personnel may also obtain such information from their base Test Control Officer.)

Examination fees range from $25 to $350, with an average range of $25-$75. It is possible to take up to four examinations during each two-day testing period. Since examination fees may not be refundable, candidates should select carefully the examinations for which they register.

No classroom instruction is provided by the College Proficiency or Regents External Degree Examination Programs, and no instructional programs or study guides offered by other agencies are endorsed. To serve as a basis of study, detailed content descriptions are provided in this catalog for each examination. The Board of Regents have developed supplementary study aids or suggested reading lists for most examinations to further assist candidates in preparing for them. These are noted at the end of the appropriate examination content description.

Upon completion of an examination, the candidate will receive a report of the grade and amount of credit that has been granted by The University of the State of New York. The candidate may then request that an official transcript of The University be sent to any other institution or agency from which the individual wishes to seek recognition of College Proficiency or Regents External Degree Examination performance.

USE OF THE EXAMINATIONS

Although people take College Proficiency and Regents External Degree Examinations for many reasons and use them in a variety of ways (e.g., job advancement, employment qualification, salary credits, self-evaluation), they are used primarily to earn college credit, to satisfy requirements for teacher certification, or to meet Regents External Degree requirements. The examinations which will be accepted and the grades which must be achieved vary from institution to institution and with the purpose for which the examination is being used. *For this reason candidates should contact the college or agency from which they will seek recognition of their examination performance* ***before*** *taking a test.*

Most colleges and universities in New York State, and many in other states, grant course credit or advanced standing for acceptable College Proficiency or Regents External Degree Examination grades. Each college, or each department within a college, sets its own standards and policies for granting credit on the basis of these tests. Candidates are advised, therefore, to check with the college they are attending, or hope to attend, before taking an examination in order to determine its acceptability.

The University of the State of New York will send an official transcript of the candidate's College Proficiency or Regents External Degree Examination grades to a college. The college should consider it for credit in the same manner as transfer credit from any other institution. Colleges may also request for review copies of the candidate's answers to the essay or problem section of an examination. In most instances, requirements for credit are satisfied upon successful completion of a College Proficiency or Regents External Degree Examination. Colleges may, however, require additional proof of competence in written research, laboratory, or clinical skills.

Many Regents External Degree requirements can be satisfied by completion of College Proficiency and Regents External Degree Examinations. The specific ways in which College Proficiency and Regents External Degree examinations can be used to meet Regents External Degree requirements are detailed in the "Degree Programs" section of Part I of this catalog. The reader will find specific guidelines on using the examinations and a complete list of applicable tests in each degree program description section.

Complete information on application procedures, testing fees, grading policies, and methods of preparation will be found in the next section, "General Information on the Examinations." The various uses of the examinations, such as college credit, teacher certification, and salary credit are also discussed. This information should be employed as a guide to taking these tests and using the results.

NEW YORK
STATE POLICE

GENERAL INFORMATION ON THE EXAMINATIONS

Application Procedure

There are no requirements or prerequisites for taking a College Proficiency or a Regents External Degree Examination. All individuals who believe they are proficient in a field of study for which an examination has been developed may take an examination under these programs. An individual's grasp of a subject will be demonstrated by performance on the examination itself. A candidate may re-take a College Proficiency or a Regents External Degree Examination. There are no age restrictions; individuals in all age brackets have taken the tests and have done exceptionally well. There are no residence restrictions. Persons interested in taking these examinations should read the following sections and the checklist on pages 192-4 carefully.

Test Administration

Most College Proficiency and Regents External Degree Examinations are given four times a year in early February, May, August, and November. The deadline for applications is about five weeks before each testing period. In New York State the examinations are administered by the Board of Regents. Outside New York State most of the examinations are administered by the American College Testing Program (ACT), a national nonprofit educational organization which provides testing and other assessment-related services.

New York State Testing

Examinations are given at about a dozen testing centers throughout the State. Exact testing dates and a list of test locations are included on the application form. Candidates will receive an admission slip to the examination one week before the examination date. Applications, study guides, and other information for testing in New York State are available from:

College Proficiency - Regents External
Degree Examination Program
New York State Education Department
99 Washington Avenue — Room 1919
Albany, New York 12230

Out-of-State Testing

The following College Proficiency and Regents External Degree Examinations are administered at test centers throughout the United States and at military installations at home and abroad by the American College Testing Program (ACT):

- ALL REDE Business Examinations*
- ALL current REDE and CPE Nursing Examinations (EXCEPT performance-type examinations connected with the Regents External Degrees in nursing)
- African and Afro-American History
- American Literature: The Beginnings to the Civil War
- American Literature: The Civil War to the Present
- Anatomy and Physiology
- Corrective and Remedial Instruction in Reading
- Criminal Investigation
- Earth Science
- Educational Psychology
- Freshman English
- Health Education: I, II, III
- History of American Education
- Introduction to Criminal Justice
- Philosophy of Education
- Reading Instruction in the Elementary School
- Shakespeare

Application forms and additional information regarding content outlines, test study guides, exact test locations, dates, fees, etc. for testing outside New York State are available from:

Coordinator, ACT Proficiency Examination
Program
American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240
or
The Base Test Control Officer

The following College Proficiency and Regents External Degree Examinations are administered *only* in New York State:

- American History
- Applied Music
- Biology
- Clinical Performance in Nursing (for those enrolled in nursing Regents External Degrees)
- European History
- Intermediate Typewriting
- Introductory Typewriting

---

*Business Level III Regents External Degree Examinations are administered only in May and November.

Modern Language Association Foreign Language Proficiency Tests (in French, German, Italian, Russian, and Spanish)

"Special Assessment" tests for Regents External Degree candidates

Undergraduate Program (UP) Field Tests

PLEASE NOTE: Questions concerning Regents External Degree requirements, candidate counseling, examination selection, Regents External Degree enrollment, etc. must be addressed to the Regents External Degree Program office in Albany, New York. Regents External Degree candidates who take College Proficiency or Regents External Degree Examinations outside New York State or at military installations *must request* the American College Testing Program to forward test grades to the Regents External Degree office in Albany for evaluation by indicating this on the answer sheet at the time of taking the test.

Military Testing

College Proficiency and Regents External Degree examinations are administered to U.S. military personnel on active duty around the world by the American College Testing Program. Military personnel should write directly to ACT for further information or contact their base Test Control Officer.

FEES — for those being tested in New York State

The examination fees listed below apply only to examinations administered in New York State. Information on test fees for examinations given outside New York State under the auspices of the American College Testing Program can be obtained by writing to:

Coordinator, ACT Proficiency Examination Program
American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

For more information on ACT testing see page 182.

Testing Fees for College Proficiency Examinations:

Adult Nursing ($35)
African and Afro-American History ($30)
American History ($30)
American Literature: The Beginnings to the Civil War ($25)
American Literature: The Civil War to the Present ($25)
Anatomy and Physiology ($30)
Applied Music ($25)
Biology ($30)
Corrective and Remedial Instruction in Reading ($35)
Criminal Investigation ($25)
Diagnosis and Remediation of Reading Problems*
Earth Science ($30)
Educational Psychology ($25)
European History ($30)
Freshman English ($30)
Fundamentals of Nursing ($30)
Health Education I: Personal Health — Physical Aspects ($35)
Health Education II: Personal Health — Emotional-Social Aspects ($35)
Health Education III: Public-Environmental Health ($35)
History of American Education ($25)
Intermediate Typewriting ($25)
Introduction to Criminal Justice ($25)
Introductory Typewriting ($25)
Maternal and Child Nursing — Associate Degree Level ($30)
Maternal and Child Nursing — Baccalaureate Degree Level ($35)
Philosophy of Education ($30)
Psychiatric-Mental Health Nursing ($30)
Reading Instruction in the Elementary School ($30)
Shakespeare ($25)

Testing Fees for Regents External Degree Examinations:

Business
- Accounting Level I ($35)
- Finance Level I ($35)
- Management of Human Resources: Level I ($35)
- Marketing: Level I ($35)
- Operations Management: Level I ($35)
- Accounting Level II ($75)
- Finance: Level II ($75)
- Management of Human Resources: Level II ($75)
- Marketing: Level II ($75)
- Operations Management: Level II ($75)
- Business Environment and Strategy ($75)
- Accounting Level III — Area I (Business Law and Federal Income Taxation) ($75)**

---

*Fee not yet established
**Administered only in May and November

- Accounting: Level III — Area II (Auditing and Cost Analysis) ($75)*
- Accounting: Level III — Area III (Advanced Theory and Special Problems) ($75)*
- Finance: Level III ($150)*
- Management of Human Resources: Level III ($150)*
- Marketing: Level III ($150)*
- Operations Management: Level III ($150)*

Nursing
- Commonalities in Nursing Care — Area I ($35)
- Commonalities in Nursing Care — Area II ($35)
- Differences in Nursing Care — Area I ($35)
- Differences in Nursing Care — Area II ($35)
- Differences in Nursing Care — Area III ($35)
- Nursing Health Care ($35)
- Occupational Strategy ($35)
- Clinical Performance ($350)

Testing Fees for Foreign Language Examinations:**

Foreign Languages
- Complete Battery ($75)
  - Battery A only ($50)
  - Battery B only ($25)

Testing Fees for Undergraduate Program Field Tests:

Each Test ($25)
(See "Approaches to Earning Credit" section.)

Special Assessment ($250)
(See "Approaches to Earning Credit" section.)

REFUND OF TESTING FEES

Since examination fees may not be refundable, candidates should carefully select the examinations for which they register. Refunds of test fees or transfers of application to the next test administration dates will be made only upon written request. All such requests must be postmarked at least 10 days before the scheduled test date. Failure to submit a written request on time will result in the forfeiture of fees paid.

APPLICATIONS

Applications for both New York College Proficiency Examinations and Regents External Degree Examinations are available from two sources:

New York State Testing
College Proficiency-Regents External Degree Examination Program
New York State Education Department
99 Washington Avenue—Room 1919
Albany, New York 12230

Out-of-State Testing
Coordinator, ACT Proficiency Examination Program
American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

Candidates should be sure to write for a current application form.

GRADING POLICIES

The evaluation of performance on a College Proficiency Examination (CPE) or a Regents External Degree Examination (REDE) is reported in one of three ways:

I. Pass/Fail Grades
II. Letter Grades
III. Numerical Standard Scores

Regardless of the type of grade used to report performance, the norming population for an examination consists of college students who have completed the college course(s) comparable in content and depth of knowledge to the content of the examination.

I. *Pass/Fail Grades*

Pass/Fail grades are used when the purpose of the examination is to determine basic competence in a subject area; no attempt is made to differentiate among levels of competence.

Examinations which cover subject matter typically taught in a series of college course(s), rather than in a single one- or two-semester course, are graded on a Pass/Fail basis. A grade of Pass on this type of examination indicates that the candidate's performance is better than that of 1/3 to 1/2 of the students in the norming group who have successfully completed the series of college courses.

A Pass/Fail grading system is also used for examinations which test for knowledge associated with a specified level of achievement in a subject area, such as a major concentration. On this type of examination, a Pass grade indicates demonstrated competence in the subject matter covered on the examination.

---

*Administered only in May and November.

**The Regents External Degree Program administers and scores the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students. Examinations are offered in French, German, Italian, Russian, and Spanish.

II. *Letter Grades*

Letter grades are used when the purpose of the examination is to differentiate among levels of successful performance, as well as between passing and failing performances. In general, letter grades are interpreted as indicating the following levels of performance:

A — Superior
B — Above Average
C — Average
D — Below Average
F — Unsatisfactory

The letter grade indicates that the candidate's test score was typical of test scores earned by members of the norming population who received the same letter grade in comparable college course(s).

III. A. *Numerical Standard Scores*
(Foreign Language Examination
Standard Scores — See III. B. below.)

Numerical standard scores are used when the purpose of the examination is to differentiate among many levels of performance. The norming population consists only of those students who have passed the appropriate college course(s). The lowest reported standard score is 20 and the highest reported standard score is 80. The average standard score for the norming population is 50. *The minimum passing standard score is 45.*

The table below can be used to determine the approximate percent of students in the norming population who received a lower standard score than the standard score achieved by the examination candidate. This is the only correct way to interpret standard scores. Standard scores *do not* indicate the number of correctly answered questions, nor the percent of questions answered correctly.

Examples:

1. A standard score of 45 indicates that the candidate's performance was better than that of approximately 31% of the students in the norming population. It does not mean that 45 questions were answered correctly or that 31% of the questions on the examination were answered correctly.
2. A standard score of 57 indicates that the score was better than 69%, but not 84%, of the students in the norming population.

B. *Foreign Language Examination Standard Scores*

Battery A — Language Skills (writing, reading, listening, speaking)

A minimum standard score of 45 on each subtest *AND* a total standard score of 200 or more for the four subtests combined is required for passing.

Battery B — Minimum passing standard scores

Applied Linguistics	55
Civilization and Culture	55
Professional Preparation	60

REPORTING TEST RESULTS

Letter Grade

American History
American Literature: The Beginnings to the Civil War
American Literature: The Civil War to the Present
Applied Music
Biology
Earth Science

Standard Scores	20	25	30	35	40	45*	50	55	60	65	70	75	80
Percentile Ranks	.1	1	2	7	16	31	50	69	84	93	98	99	99.9

---

* Minimum passing Standard Score

European History
Freshman English
History of American Education
Intermediate Typewriting
Introductory Typewriting
Philosophy of Education (Graduate Level)
Shakespeare

Standard Score

Accounting (Level I)
Adult Nursing
African and Afro-American History
Anatomy and Physiology
Commonalities in Nursing Care (Area I)
Commonalities in Nursing Care (Area II)
Corrective and Remedial Instruction in Reading (Graduate Level)
Criminal Investigation
Differences in Nursing Care (Area I)
Differences in Nursing Care (Area II)
Differences in Nursing Care (Area III)
Educational Psychology
Finance (Level I)
French
Fundamentals of Nursing
German
Introduction to Criminal Justice
Italian
Management of Human Resources (Level I)
Marketing (Level I)
Maternal and Child Nursing (Associate Degree Level)
Maternal and Child Nursing (Baccalaureate Degree Level)
Nursing Health Care
Occupational Strategy (Nursing)
Operations Management (Level I)
Psychiatric-Mental Health Nursing
Reading Instruction in the Elementary School
Russian
Spanish

Pass/Fail

Accounting (Level II)
Accounting (Level III) — Area I
Accounting (Level III) — Area II
Accounting (Level III) — Area III
Business Environment and Strategy
Clinical Performance in Nursing Examination
Diagnosis and Remediation of Reading Problems (Graduate Level)
Finance (Level II)
Finance (Level III)
Health Education I: Personal Health — Physical Aspects
Health Education II: Personal Health — Emotional-Social Aspects
Health Education III: Public-Environmental Health
Management of Human Resources (Level II)
Management of Human Resources (Level III)
Marketing (Level II)
Marketing (Level III)
Operations Management (Level II)
Operations Management (Level III)

Generally, colleges require that a minimum grade of "C," a "Pass," or a minimum passing standard score be attained before proficiency examination credit will be granted. Some colleges require a higher mark. The Regents External Degree Program requires an overall "C" average for completion of a degree.

EXAMINATION FORMAT

College Proficiency and Regents External Degree Examinations vary in format and may include multiple-choice, short-answer, essay, and problem questions. Most of the tests are 3 hours in length, although some are longer. The examining times for longer tests are specified in the "Examination Content Descriptions" section. A description of the content of each examination may also be found in "Examination Content Descriptions."

USE OF THE EXAMINATIONS — CREDIT-GRANTING POLICIES

College Credit-Granting Policies Concerning College Proficiency Examinations and Regents External Degree Examinations

College Proficiency Examinations are designed to test material covered in one or more comparable college courses. They test not only the individual's factual knowledge of the subject matter area, but the ability to use that knowledge effectively. The amount of credit The University of the State of New York grants for successful performance on each examination is listed in the appropriate examination description in this catalog.

The Regents External Degree Examinations in business and nursing are designed to test broad areas of competence, rather than knowledge gained through a particular college course(s), and therefore do not carry a specific amount of credit when applied to the Regents External Degrees for which they were originally developed. However, to conventional colleges and universities in determining amounts of transfer credit to be awarded. and to establish amounts of credit for degree candidates seeking financial assistance (e.g., for Veterans Administration purposes) credit values have been assigned to these examinations.

Most colleges and universities in New York State, as well as a growing number out-of-State, recognize College Proficiency and Regents External Degree Examinations for credit. *Before taking a College Proficiency or Regents External Degree Examination, candidates should check with the college from which they wish to receive credit to determine whether the college will grant credit for that examination.* Colleges are not required to grant the applicant credit in the amount listed in this publication; nor, in fact, is the college limited to this amount should it feel that a person's examination performance deserves additional credit. Generally, colleges require that a minimum grade of "C," "Pass," or a minimum passing standard score be attained before proficiency examination credit will be granted. Some colleges require a higher mark. The Regents External Degree Program requires an overall "C" average for completion of a degree.

In New York State, within 90 days after taking the examination, candidates will receive their grade(s) and a Transcript Request Form. Candidates who wish to have their grade(s) sent to a college or university may complete the Transcript Request Form, specifying the individual at the college to whom the transcript(s) should be sent, and official transcripts will then be issued as directed. Official transcripts will be released only upon written request of the candidate. Individuals who take College Proficiency and Regents External Degree Examinations out-of-State under American College Testing (ACT) Program auspices should write to ACT for information regarding grade reports, etc. See pages 182-3 for further information on ACT testing. Military personnel at home and abroad may obtain such information from their base Test Control Officer.

Generally, the college's initial determination on granting credit on the basis of a particular examination is made by the faculty of the appropriate department; e.g., the history department will determine the policy on the use of the College Proficiency Examination in European History. In some cases there is further review by some other authority or faculty committee within the college. Inquiry regarding credit-granting policies should be addressed to either the college's registrar, director of admissions, or the chairman of the appropriate department.

Credit will usually be granted only when the content of the College Proficiency or Regents External Degree Examination matches or parallels the content of the course(s) the college offers in that subject. If the examination does not parallel a course, the college may grant elective credit within the limits of its specific program. Some colleges or academic departments will not grant academic credit for proficiency examination grades, but will award advanced placement or exemption from courses. At some colleges credit-by-examination will be awarded on a provisional basis until the candidate has completed certain courses at the college. Most colleges establish limitations on the amount of credit which can be earned through proficiency examinations; the college's registrar or director of admissions should be consulted for information on such limitations.

If an individual wishes to transfer from one college to another, credit granted for a proficiency examination may be re-evaluated for transfer credit in the same manner as courses taken at the first college.

In most cases credit requirements are satisfied upon satisfactory completion of the examination. However, colleges may request additional proof of competency in the subject matter area. For instance, in some cases faculty members may want individuals to present evidence that they have the ability to prepare a research paper, or to take a performance test before granting credit. For example, in the sciences and technical areas, a college may well expect the candidate to demonstrate a degree of laboratory skill and experience.

Colleges in New York State are encouraged to contact the College Proficiency Examination Program or Regents External Degree offices for further information on the tests, on a candidate's performance, or if they wish to review the actual testing instruments. Colleges outside New York State can apply to the American College Testing (ACT) Program for such services.

NEW YORK STATE TEACHER CERTIFICATION

College Proficiency Examinations and Regents External Degree Examinations may be used to meet certain teacher certification requirements in New York or in other states. This section deals with certification policies regarding the use of College Proficiency and Regents External Degree Examinations *only in New York State*. Individuals interested in using these examinations to meet certification requirements in other states should make inquiries regarding their acceptability to the state education departments in those states.

The person who wishes to be certified to teach in New York State must possess the baccalaureate degree from a regionally accredited institution of higher education in order to obtain provisional New York State teacher certification. In addition, a master's degree or 30 hours of appropriate graduate study must have been completed at a regionally accredited college or university, or a college registered by the New York State Education Department, for permanent New York State teacher certification. Requirements for teacher certification depend on the area and level for which the certificate is desired. Individuals intending to use proficiency examinations to meet requirements for New York State teacher certification should always check with the Teacher Certification Section of the Division of Teacher Education and Certification before taking the examination to ascertain that the examination is appropriate and acceptable in their cases.

Proficiency examinations in professional education include Reading Instruction in the Elementary School, Corrective and Remedial Instruction in Reading, Diagnosis and Remediation of Reading Problems, Professional Preparation (foreign languages), Health Education, Educational Psychology, and the History and the Philosophy of Education. For further details on examination content see Part IV of this catalog.

The New York State Division of Teacher Education and Certification will accept satisfactory Regents External Degree and College Proficiency Examination grades in lieu of course work to satisfy requirements in general education, in the teaching specialty, such as foreign languages or health education, and in professional education courses. No examination can replace the practice teaching requirement. College Proficiency and Regents External Degree Examinations may also be used by a certified teacher to earn certification in a second teaching area.

Except for only three examinations, CPE's may *not* be substituted for the 30 hours of graduate study beyond the baccalaureate required for permanent certification in New York State. The three exceptions are the latest form of the *Philosophy of Education* CPE (See individual examination descriptions.) and the new CPE's in *Corrective and Remedial Instruction in Reading* and in *Diagnosis and Remediation of Reading Problems.* These three examinations carry graduate-level credit recommendations.

For specific information on certification requirements, inquiries should be directed to:

Teacher Certification Section
Division of Teacher Education and Certification
New York State Education Department
99 Washington Avenue — Room 1941
Albany, New York 12230

The State Education Department's Division of Teacher Education and Certification handles all requests for New York State teacher certification and will evaluate the credentials of a college graduate who wishes to become a certified teacher. Persons interested in such evaluations who have received their degrees from an American college or university should request the "Application for Certificate." Individuals who have received their degrees from institutions outside the United States should request "Form F, Application for Certification with Request for Evaluation of Foreign Credentials." Both forms may be obtained from the Division of Teacher Education and Certification or one of its regional centers. A candidate should not request that College Proficiency or Regents External Degree Examination grades be sent to the Teacher Certification Section of the Division of Teacher Education and Certification or one of its regional centers until an application for certification has been PRE-FILED with the appropriate office.

Interstate Certification

A New York State Teacher's Certificate may entitle teachers to certification in at least 30 other states under the terms of the Interstate Agreement on Qualification of Educational Personnel. This interstate compact, of which New York is a member, entitles interstate certification to those prepared through a New York State certification. Further information and a list of participating states may be requested from:

Dr. Helen Hartle, Director
Interstate Certification Project
99 Washington Avenue — Room 1941
Albany, New York 12230

New York City Teacher Licensure

Some requirements for a New York City teaching license may also be met through College Proficiency and Regents External Degree Examinations in much the same manner that successful performance on these examinations can be used to satisfy New York State teacher certification requirements. A person who is interested in obtaining the New York City teaching license should get specific information regarding appropriate examinations and procedures from:

The Board of Examiners
Board of Education of the City of New York
65 Court Street
Brooklyn, New York 11201

Salary Credit for Professional Educators

Some school districts in New York State will grant salary credit to their faculty for the successful completion of College Proficiency and Regents External Degree Examinations in the same manner that salary credits are awarded for completion of college courses. Candidates are urged to check with their local school district personnel office prior to taking an examination to determine whether salary credit will be awarded.

New York State Civil Service

The New York State Department of Civil Service will accept College Proficiency Examination or Regents External Degree Examination credits in lieu of specific course work required for admittance to Civil Service examinations. Candidates wishing to use an examination for this purpose should determine its acceptability by checking with the New York State Department of Civil Service before taking the examination.

Out-of-State Colleges, Departments of Education, and Institutions

Many institutions outside of New York State grant course credit for an acceptable performance on College Proficiency and Regents External Degree Examinations. College Proficiency or Regents External Degree Examination transcripts will be sent to out-of-State colleges or agencies at the candidate's request. College Proficiency and Regents External Degree Examinations are now administered outside New York State by the American College Testing Program. (See pages 182-3 for further details.)

If a student wishes to transfer to an out-of-State college, proficiency examination credit already granted by a New York State college will probably be treated in the same manner as credit earned for regular college course work.

METHODS OF PREPARATION FOR COLLEGE PROFICIENCY AND REGENTS EXTERNAL DEGREE EXAMINATIONS

College Proficiency and Regents External Degree Examinations are difficult and demanding tests. They are designed to measure not only factual knowledge, but also the ability to use that knowledge effectively. In terms of topics covered and objectives measured, College Proficiency and Regents External Degree Examinations generally parallel courses offered in New York State colleges and universities. Some of the examinations measure knowledge usually covered in more than one college course. It should be remembered that college professors have regular contact with on-campus students and have many opportunities to gain an accurate sense of each student's capabilities. The applicant for credit-by-examination is evaluated only once — through the examination. It is logical, then, that the person seeking credit-by-examination should be prepared to perform above the minimum expected of the on-campus student.

In order to allow for variations in preparation, the questions on each examination will cover a wider range of material than would ordinarily be studied by any candidate. No one, therefore, should expect to be able to answer all the questions.

Most College Proficiency Examinations are 3 hours in length; Regents External Degree Examinations vary in the length of testing time. Sufficient time is allowed for the well-prepared candidate to complete the examination. Of course, one should observe the time indications closely and not delay excessively over any one question. Generally there will not be time to reconstruct or re-copy essay or problem answers. Therefore, candidates should think through answers to essay or problem questions carefully before beginning to write. In some cases there may be a choice of questions.

EXAMINATION CONTENT DESCRIPTIONS

Examination content descriptions for College Proficiency and Regents External Degree Examinations may be found in Part IV of the catalog. Examination descriptions outline the material covered and the objectives tested, so that individuals may judge whether they have the knowledge expected. The description provides general guidelines to topics and objectives covered on the test and should be used as the basis for preparing for the examination. It may be supplemented by study guides (reading lists) which are available for most tests. Candidates should consider the content areas of the examination description in relation to the objectives of the examination, since emphasis is on the understanding and application of principles rather than the simple recall of factual information.

COLLEGE PROFICIENCY EXAMINATION AND REGENTS EXTERNAL DEGREE EXAMINATION STUDY GUIDES AND AIDS

Study aids have been prepared for most College Proficiency and Regents External Degree Examinations by the faculty committees that prepared the tests. They are available upon request and provide suggested readings which correspond to the objectives and content areas of the examination content description.

New York State residents and all students enrolled in the Regents External Degree Program can obtain these materials without charge by writing to the CPE-REDE Program Office. The American College Testing (ACT) Program will also provide these materials to people who wish to be tested outside New York State. For further information on ACT testing outside New York see page 182.

The study guides should be used in conjunction with the examination content descriptions to prepare for tests. New York State residents may wish to consult an advisor when choosing examinations. (See "Candidate Counseling" subsection in the "General Information" section of this catalog.)

"HOW TO STUDY INDEPENDENTLY"

In addition to the examination study guides, a "How to Study Independently" booklet is available from the CPE-REDE Program Office and from the American College Testing Program. This publication is designed to assist students who study on their own for proficiency examinations and it covers such topics as: test preparation, study methods, recognizing and correcting study problems, resources reviewing, and self-testing.

LIBRARIES

Many public libraries and academic libraries have adult services librarians or readers' advisors who are anxious to serve the needs of independent learners. It is important, however, for independent learners to identify themselves to the library staff to obtain the full benefit of the many services that the public library can provide.

Local public librarians are informed about program developments on a regular basis and will be able to assist students in locating and using materials. It should be remembered that the study aids offered by the College Proficiency Examination Program and the Regents External Degree Program are only *suggested* readings. If the books listed are not available, alternative selections may be made. Librarians are well prepared to assist in the selection of study materials and are able to offer alternatives. Individual public libraries that do not have the specific study materials required in their general collections can obtain them from other public and academic libraries within the system, or through the New York State Interlibrary Loan Network.

Since lectures and classroom discussions often provide the classroom student with important background information in addition to the material provided in texts and assigned readings, independent students should be sure that their reading and/or experiences are broad enough to provide full coverage of each subject. Librarians, for example, will be able to advise on the most recently published material or new developments in various fields as reflected in journal articles.

In many instances, public libraries in New York have annotated their card catalogs with specific references to College Proficiency and Regents External Degree Examinations and have established separate academic collections reserved for independent learners. In addition, many libraries, in their role as information centers, serve as clearinghouses for all types of educational opportunities in the local community. Candidates should look for the Adult Independent Learners Advisory Service that is available in most central libraries in New York State. Regents External Degree and College Proficiency Examination Volunteer Advisors who are also librarians can be particularly helpful to candidates as general sources of information on educational opportunities and as specialists in locating appropriate study materials. (See the "Candidate Counseling" subsection in the "General Information" section of this catalog.)

Candidates should note that neither the College Proficiency Examination Program nor the Regents External Degree Program sponsors or endorses any instructional programs or courses of study, except those offered by accredited colleges and universities.

OTHER LEARNING RESOURCES

It may be possible for an interested candidate to make an appointment with an instructor in the appropriate academic area at a local college or university to seek advice in preparing for the College Proficiency Examinations and Regents External Degree Examinations outlined in this catalog. Secondary schoolteachers will often be helpful, for, although they do not teach at the college level, they are specialists in their respective fields and will be aware of the better texts, references, and study guides.

Through their evening extension divisions or schools of continuing education, many higher institutions offer a wide variety of on- and off-campus credit and noncredit courses during late afternoons, evenings, and weekends. Proficiency examinations provide a means for validating work done in these courses. Each institution will supply information on its offerings and many also provide counseling service.

Some public schools offer adult education courses appropriate for College Proficiency Examination or Regents External Degree Examination preparation. Information on these courses may be obtained from the local superintendent of schools or director of adult education. Television stations may present offerings in subject matter areas covered by examinations. Information on program schedules should be obtained from local stations.

Bookstores provide a variety of study materials, including economical paperback editions of many suggested readings. If they do not have a desired publication, they will usually order it.

REVIEW CHECKLIST OF STEPS IN TAKING COLLEGE PROFICIENCY OR REGENTS EXTERNAL DEGREE EXAMINATIONS

HOW TO PROCEED

Individuals planning to take College Proficiency or Regents External Degree Examinations should follow the procedures listed below. They are designed to help candidates select appropriate examinations, plan their testing schedules, and obtain appropriate study materials.

Important: The information below on application procedures, grade reports, and transcripts *applies only to New York State.* For those planning to take College Proficiency and Regents External Degree Examinations outside New York State, details on applications, testing fees, dates, sites, times, transcripts, and study aids should be obtained from:

Coordinator, ACT Proficiency Examination Program
American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

1. *Examination Selection:*
After reviewing the information provided in Part III of this catalog, the candidate should scan the listing of available examinations on pages 307-8 to determine which examination(s) may be of interest. Content descriptions for all College Proficiency and Regents External Degree Examinations are provided in Part IV of the catalog. The candidate should carefully read the appropriate examination content description(s) to become familiar with the content to be covered on the examination(s). The content descriptions will help candidates determine whether a particular examination is suited to their needs.

2. *Checking Examination Appropriateness:*
Individuals should ascertain whether the examination they plan to take will be appropriate for their goals. If they intend to apply the examination toward a Regents External Degree, they should check degree requirements carefully to see that the examination will satisfy some of them. If they intend to apply the examination credits toward a degree program at a college or toward a career advancement, teacher certification, salary credits, etc., they should check with the school, employer, or agency from which they wish to receive credit to determine whether the examination credits will be appropriate and acceptable.

3. *Preparation:*
Study guides have been prepared for almost all College Proficiency and Regents External Degree Examinations. These guides are usually in the form of suggested reading lists, and they should be used in conjunction with the examination content descriptions. The content description will indicate the areas to be covered on the examination, and the

study guide will help candidates to select appropriate reading materials. They are kept current, so individuals should be sure to write for the latest guides applicable for the particular test administration at which they plan to take the test(s). New York State residents and students enrolled in the Regents External Degree can obtain these aids free of charge by writing to the CPE-REDE Program Office.

4. *Application:*
   The candidate should be sure to plan a testing schedule carefully to avoid conflicts, and submit an application well before the test application deadline. (This will still allow enough time to meet the deadline if the application was initially completed incorrectly.) Most CPE's and most REDE's are administered four times a year: at the end of the first full week of February, May, August, and November. Test application deadlines are approximately five weeks before the testing dates. The candidate should choose examinations, testing dates, and locations carefully, since examination fees may not be refundable. Refunds of test fees or transfers of applications will be made *only upon written request.* All such requests must be postmarked at least **10** days before the scheduled test date. Failure to submit a written request in time will result in the forfeiture of fees paid.

   Note to Regents External Degree Candidates: Although candidates are notified of testing dates, applications are not sent routinely because not all Regents External Degree students need or choose to take CPE's or REDE's at each administration. It is the candidate's responsibility to request current application forms and to meet application deadlines.

5. *Notification of Receipt of Application:*
   About one week prior to the examination date candidates will be sent an admission slip for each examination for which they have applied; they will not otherwise be notified that their application has been received. The admission slip will indicate the title of the examination, the exact time of the examination, and the complete address of the testing center where they will take the examination. If candidates have not received notice two days before the scheduled testing date, they should telephone the program office: (518) 474-0982.

6. *Admission to the Examination:*
   Candidates should keep each admission slip, and take it to the examination center when they go to take the test.

7. *Grade Reports:*
   The candidate's grades will be sent within 90 days after the examination. (The candidate should not ask for grades until 90 days have elapsed.) Whenever possible, grades are released sooner.

8. *Transcript Requests:*
   When candidates receive their grades, they will also receive an Examination Transcript Request Form. If they wish to have grades sent to a

college, employer, school district, teacher certification agency, or other organization they should complete the Transcript Request Form accordingly. If they are taking tests in New York, completed Transcript Request Forms or letters containing necessary information should be be mailed to:
Office of Independent Study Assessment and Testing
New York State Education Department
99 Washington Avenue — Room 1924
Albany, New York 12230

Those enrolled in a Regents External Degree Program do not need to fill out an Examination Transcript Request Form, since the grades they wish to use toward fulfillment of degree requirements are routinely recorded on their REDE transcripts.

9. *Credit Action Form:*
A "Credit Action" form will be sent to candidates when their transcript is forwarded to the institution designated. After the institution has notified the candidate of the action it has taken on a request for credit, the candidate should complete the "Credit Action" form and return it to the:

Office of Independent Study Programs Development
State Education Department
99 Washington Avenue — Room 1919
Albany, New York 12230

The Program Development staff is available at any time to assist candidates and to provide institutions with any further information, grade clarifications, etc. that might assist them to decide upon their requests for credit action.

PLEASE NOTE: The foregoing procedures apply only to taking College Proficiency and Regents External Degree Examinations in New York State. For procedures for taking these examinations out-of-state or at military installations at home or abroad, the candidate should contact:

Coordinator, ACT Proficiency Examination Program
American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240
or
The Base Test Control Officer

N.B. Those enrolled in Regents External Degrees who take examinations outside New York must indicate on the answer sheet at the time of taking the test that they wish their grades forwarded to the Regents External Degree Program office in Albany, if they wish those marks applied to their degrees.

PART IV

EXAMINATION CONTENT DESCRIPTIONS

(Examinations administered nationwide by the American College Testing Program (ACT) are so marked. Examinations administered only in New York are so indicated.)

ARTS AND SCIENCES

College Proficiency Examinations in the arts and sciences are generally applied towards undergraduate college credit, but may also be used to satisfy certain teacher certification requirements and Regents External Degree requirements. These examinations are usually on the introductory college level, and, as the descriptions illustrate, they are quite comprehensive in scope.

Individuals should check CPE credit-granting policies with specific institutions of higher learning before taking College Proficiency Examinations.

AFRICAN AND AFRO-AMERICAN HISTORY

Credits: Part I — 3
Part II — 3

(Administered nationwide)

The College Proficiency Examination in African and Afro-American History is designed to measure knowledge equivalent to that attained in a 1-year introductory course in this field. The examination is divided into two parts: Part I — African History; Part II — Afro-American History.

OBJECTIVES

Candidates will be expected to have a comprehensive knowledge of historical facts and events of African and Afro-American History. Furthermore, they should be able to examine these details in context, taking into account causes, results, and historical significance. Candidates are also expected to know how to use and interpret maps and other graphic materials, and should be prepared to demonstrate a knowledge and understanding of each of the following content areas:

CONTENT

Part I

African History

For each appropriate area, consideration will be given to the geographical and climatic features, civilizations, political structures, and cultures.

I. Archeological Findings
  A. Olduvai Gorge, Tanzania
  B. Early man
  C. Stone Age Man on the Continent
  D. Monomotapa
  E. Stone monoliths
  F. Rock paintings

II. Early Civilizations
  A. Sahara Desert Region
  B. Eastern Sudan Region
    1. Kush
    2. Egypt
    3. Axum
    4. Ethiopia
  C. Western Sudan
    1. Ghana
    2. Kanem-Bornu
  D. Kongo Region
  E. Southern Region
    1. Monomotapa
    2. Azania

III. Medieval Civilizations
  A. Mali
  B. Songhai
  C. Centers of culture
    1. Timbuktu
    2. Jenne
  D. Monomotapa

IV. Destruction of African Kingdoms
  A. European contacts
  B. Emergency of City-States
  C. Zulu Wars

- D. Movement of Luba People, etc.
- E. Ashanti-Yoruba Wars

- V. European Contacts and Conflicts
  - A. Initial trade and cultural exchange
  - B. African religious and military invasions of Southern Europe
  - C. Eclipse of the African and European Renaissance
  - D. European religious and military invasions of Africa
  - E. Africa as main source of free labor supply to the New World
- VI. Arab Contacts and Conflicts
  - A. Initial trade and culture contacts
  - B. Moslem invasions of Africa
  - C. The impact of Islam
  - D. Africa as main source of free labor supply to the Moslem World
- VII. Colonization and Resistance
  - A. Berlin Conference of 1884
  - B. British Colonies
  - C. French Colonies
  - D. Portuguese Colonies
  - E. Belgian Colony
  - F. Italian Colonies
- VIII. Nationalistic Trends and Pan-Africanism
  - A. Influence of New World African descendants
  - B. Five Pan-African Congresses
- IX. Re-Africanization
  - A. Decolonization
  - B. Reclamation of traditional African culture and values
  - C. Nation-building

Part II

Afro-American History

- I. Enslavement (15th to 19th century)
  - A. Initiation of European slave trade to the Americas
  - B. Slave routes and treatment of slaves in transit
  - C. Forms of enslavement
    - 1. South America
    - 2. Caribbean
    - 3. North America
      - a. Northern
      - b. Southern
  - D. Impact of enslavement on the culture of the Afro-American
    - 1. Negation of African background
    - 2. Effect of organized religion
    - 3. Slave codes
    - 4. The process of dehumanization
- II. Resistance to Enslavement
  - A. Haiti
  - B. Slave revolts in the Americas
  - C. Black abolitionists
  - D. Colonization movements
- III. Role and Status in Colonial and Early United States Life
  - A. The Revolutionary War
  - B. Effects of the decisions of the Constitutional Convention
  - C. The War of 1812
- IV. The Civil War and Reconstruction
  - A. The role of the Afro-American in the Civil War
  - B. Emancipation (and the 13th, 14th, and 15th amendments)
  - C. Freedman's Act
  - D. Participation in the legislative process
  - E. Black Codes
  - F. Political and economic repression
- V. The Beginnings of Black Nationalism
  - A. Early "back to Africa" movements
  - B. Martin R. Delany
  - C. William E. DuBois and William M. Trotter
  - D. Marcus Garvey
  - E. Black Muslims
- VI. Protest and Accommodation
  - A. Frederick Douglass
  - B. Booker T. Washington
  - C. Niagara Movement (NAACP)
  - D. Urban League
  - E. Martin Luther King (and the SCLC)
  - F. SNCC
  - G. CORE
- VII. Art, Music, Literature, and Dance
  - A. Art (forms and artists)
    - 1. Henry O. Tanner
    - 2. Richard Barthe, etc.
  - B. Music (forms and artists)
    - 1. William C. Handy
    - 2. William G. Still
    - 3. Samuel Coleridge-Taylor
    - 4. Paul Robeson, etc.
  - C. Literature
    - 1. Gustavus Vassa
    - 2. Prince Hall
    - 3. David Walker
    - 4. Charles W. Chestnutt — Paul L. Dunbar
    - 5. Claude McKay — J. Langston Hughes (Harlem Renaissance)
    - 6. Richard Wright
    - 7. Baldwin — Jones — Brooks — Ellison (the new generation of black writers)
- VIII. Science and Invention
  - A. Slave inventions
  - B. 18th century (e.g., Banneker, Temple)
  - C. 19th century (e.g., Matzeliger, Rillieux)
  - D. 20th century (e.g., Morgan, Carver, Drew, Williams)
- IX. Self-Determination
  - A. Malcolm X
  - B. Urban disorders
  - C. Redirection of SNCC — Stokely Carmichael
  - D. Black Panthers
  - E. Pan-Africanism (1960-70)

SUGGESTED STUDY AID

A bibliography of suggested readings may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN AFRICAN AND AFRO-AMERICAN HISTORY

Roscoe Brown, *New York University*
Jerome Dukes, *State University of New York Educational Opportunity Center, Troy*
Edwina Johnson, *Fordham University*
Josephine B. Jones, *Hostos Community College*
Maina Kagombe, *Hunter College of The City University of New York*
James Miller, *Trinity College, Connecticut*

AMERICAN HISTORY **Credits: 6**

(Administered only in New York)

The College Proficiency Examination in American History is designed to test achievement equivalent to that attained in a one-year (two-semester) introductory college course in American History.

OBJECTIVES

The candidates will be expected to have a comprehensive knowledge of historical facts and events. Furthermore, they should be able to examine these historical details in their contexts, taking into account causes, results, and historical significance. They will be expected to know how (a) to read historical material analytically and critically, (b) to weigh historical evidence and interpretations, and (c) to arrive at conclusions on the basis of facts. Each candidate will be expected to have a knowledge of historians and their interpretations of American history. It is expected that candidates know how to use and interpret documents and maps and other graphic materials.

CONTENT

Candidates will be expected to have more than a textbook knowledge of many of the topics covered by the examination, and should be able to deal intensively with some of them. Knowledge gained from general historical works, special studies, and biographies may be utilized in answering essay questions.

Certain important topics, not restricted to a single historical period, are listed below. It is not expected that every candidate will have covered all of them, but each should have covered enough and in sufficient depth to demonstrate a coherent understanding of American history.

I. America and Europe: transplantation of institutions and ideas; diplomatic and economic ties
II. Population shifts: the westward movement significance of the various frontiers, territorial expansion, land policy, immigration, urbanization
II. Making of American nationalism: constitutionalism, economic developments, wars and diplomacy, the Supreme Court, national heroes, literature and the arts
IV. Divisive ideas and interests in American history: sections, classes, States' rights, minorities
V. Development of political ideas: the European heritage, colonial contributions, federalism, the Constitution, the "conservative" versus the "liberal" tradition
VI. The political party system: origins, contests, evolution, minority parties
VII. Business enterprise in America: types and methods of organization in commerce, industry, and finance: achievements; business cycles; technology
VII. American labor systems and organizations: indentured servitude, slavery, wage labor, contract labor, unions, legislation
IX. American agriculture: the shift from subsistence to commercial agriculture, agrarianism, mechanization, subsidies, legislation
X. Government and the American economy: regulation, protection, promotion
XI. America's reform movements: roots, varieties, methods, achievements
XII. America as a world power: 19th-century background, imperialism, the quest for security
XII. Wars and their impact on the United States: causes, conduct, consequences
XIV. Leadership in America: political, economic, intellectual, religious, educational, military

SUGGESTED STUDY AID

A study aid may be ordered from College Proficiency Examination Program—Study Guides, New York State Education Department, 99 Washington Avenue, Albany, New York 12230

CPE COMMITTEE IN AMERICAN HISTORY

Selig Adler, *State University of New York at Buffalo*
David M. Ellis, *Hamilton College*
Joseph Grande, *D'Youville College*
Manfred Jonas, *Union College*
Donald Stewart, *State University College at Cortland*

AMERICAN LITERATURE: THE BEGINNINGS TO THE CIVIL WAR

Credits: 3

(Administered nationwide)

The College Proficiency Examination in American Literature: The Beginnings to the Civil War is designed to test the level of proficiency attained in the study of the literary expression of the American people from the beginning of the 18th century to the first half of the 19th century. The examination assumes preparation equivalent to that of students taking an appropriate one-semester survey course in American literature. The examination is a combination of multiple-choice and essay questions. Essay questions will focus closely on works of major authors.

OBJECTIVES

The candidate will be expected to demonstrate a certain amount of factual information, but *analytical* and *interpretative* abilities are of greater importance, and are given primary emphasis on the examination.

- I. Factual Information
  - A. Details of a given work, including identification of well-known or crucial passages, characters, situations, plots, literary allusions, central themes
  - B. Historical and biographical facts
  - C. Terms such as transcendentalism, imagism, puritanism, veritism, which are particularly important in discussion of American writing, and such common terms as realism, romanticism, and naturalism as they apply to American literary history
  - D. General details of prosody
- II. Analytical and Interpretative Abilities
  - A. The content or technique of a single work and the relation of any significant part in a work to other significant parts
  - B. The content or technique of one work in relation to others by the same author, including the subtler elements of form and substance which can best be revealed by comparison of several works by the same author — for example, matters of prosody, metaphor, symbol, irony; changes in belief; shifts from simple structure in one novel to complex or confused structure in another; and the recurrence of characters or themes
  - C. Relationships among authors, works, and events which together constitute a literary period
  - D. Relationships of authors and works of one period to those of another, including such matters as significant similarities and contrasts, influences on form or content, the development of themes or of a literary style, the continuing concern or the sudden lack of concern with social, economic, religious, ethical, or other problems
- III. Critical Judgment
  The candidate should be able to make and defend critical judgments about works he has read.

CONTENT

Preparatory Reading

All works are required. There will be more emphasis on the major authors (I) than on the minor authors (II). Study should not be limited to the selection of works listed. No specific questions will be asked on works not listed, but the wider the reading in an author's works, the better the candidate's understanding is likely to be.

I. MAJOR AUTHORS

A. Edgar Allan Poe

Stories: "Ligeia," "The Fall of the House of Usher," "The Black Cat," "The Man of the Crowd," "The Purloined Letter"

Poems: "To Helen," "Israfel," "The City in the Sea," "The Raven," "Annabel Lee," "Dreamland"

Essays: "The Philosophy of Composition," "The Poetic Principle," Review of Hawthorne's *Twice Told Tales* (1842)

B. Ralph Waldo Emerson

Poems: "Days," "Brahma," "Hamatreya," "Each and All," "Concord Hymn," "The Problem," "Give All to Love," "Ode Inscribed to W. H. Channing," "Boston Hymn"

Essays: "The American Scholar," "Self-Reliance," "The Poet"

C. Henry David Thoreau

Walden

D. Nathaniel Hawthorne

The Scarlet Letter

Stories: "Young Goodman Brown," "Rappaccini's Daughter," "My Kinsman Major Molineux," "Ethan Brand," "The Minister's Black Veil"

E. Herman Melville

Moby Dick

II. MINOR AUTHORS

A. Anne Bradstreet

Poems: "The Prologue," "To My Dear and Loving Husband," "A Letter to Her Husband," "The Author to Her Book"

B. Edward Taylor
Poems: "Huswifery," "Upon a Spider Catching a Fly," "The Joy of Church Fellowship Rightly Attended," "The Glory of and Grace in the Church Set Out"

C. Benjamin Franklin
Autobiography

D. Thomas Paine
The Crisis (Papers 1 and 13)

E. William Cullen Bryant
Poems: "Thanatopsis," "To a Waterfowl," "Inscription for the Entrance to a Wood," "To a Fringed Gentian," "A Forest Hymn"

F. James Fenimore Cooper
The Pioneers

G. Washington Irving
From *The Sketchbook*: "Rip Van Winkle," "The Legend of Sleepy Hollow," "The Author's Account of Himself"

H. Henry Wadsworth Longfellow
Poems: "Divina Commedia" (Sonnets I to VI), "The Tide Rises, The Tide Falls," "The Jewish Cemetery at Newport," "Shakespeare," "Serenade," "The Cross of Snow," "Jugurtha," "My Lost Youth," "The Wreck of the Hesperus"

I. John Greenleaf Whittier
Poems: "Telling the Bees," "Ichabod," "Skipper Ireson's Ride," "Massachusetts to Virginia," "Laus Deo"

J. Oliver Wendell Holmes
Poems: "Old Ironsides," "The Deacon's Masterpiece," "The Chambered Nautilus," "My Aunt"

K. James Russell Lowell
Poems: From *A Fable for Critics*, sections on Emerson, Bryant, Cooper, Poe, Holmes, and Lowell, "The Present Crisis"

SUGGESTED STUDY AID

A study guide may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

AMERICAN LITERATURE: THE CIVIL WAR TO THE PRESENT Credits: 3

(Administered nationwide)

The College Proficiency Examination in American Literature: The Civil War to the Present is designed to test the level of proficiency attained in the study of the literary expression of the American people from the latter half of the 19th century to the present day. The examination assumes preparation equivalent to that of students taking an appropriate one-semester survey course in American literature. The examination is a combination of multiple-choice and essay questions. Essay questions will focus closely on works of major authors.

OBJECTIVES

Candidates will be expected to demonstrate a certain amount of factual information, but *analytical* and *interpretative* abilities are of greater importance, and are given primary emphasis on the examination.

I. Factual Information
  A. Details of a given work, including identification of well-known or crucial passages, characters, situations, plots, literary allusions, central themes
  B. Historical and biographical facts
  C. Terms such as transcendentalism, imagism, puritanism, veritism, which are particularly important in discussion of American writing, and such common terms as realism, romanticism, and naturalism as they apply to American literary history.
  D. General details of prosody

II. Analytical and Interpretative Abilities
  A. The content or technique of a single work and

the relation of any significant part in a work to other significant parts

B. The content or technique of one work in relation to others by the same author, including the subtler elements of form and substance which can best be revealed by comparison of several works by the same author — for example, matters of prosody, metaphor, symbol, irony; changes in belief; shifts from simple structure in one novel to complex or confused structure in another; and the recurrence of characters or themes

C. Relationships among authors, works, and events which together constitute a literary period

D. Relationships of authors and works of one period to those of another, including such matters as significant similarities and contrasts, influences on form or content, the development of themes or of a literary style, the continuing concern or the sudden lack of concern with social, economic, religious, ethical, or other problems

III. Critical Judgment

Candidates should be able to make and defend critical judgments about works they have read.

CONTENT

Preparatory Reading

All works are required. There will be more emphasis on the major authors (I) than on the minor authors (II). Study should not be limited to the selection of works listed. No specific questions will be asked on works not listed, but the wider the reading in an author's works, the better the candidate's understanding is likely to be.

I. MAJOR AUTHORS

A. Samuel L. Clemens (Mark Twain)

Adventures of Huckleberry Finn

B. Emily Dickinson

Poems: "Success is counted sweetest," "These are the days when birds come back," "I taste a liquor never brewed," "There's a certain Slant of light," "Of bronze — and blaze," "The Soul selects her own Society," "This was a poet — it is that," "I died for beauty — but was scarce," "I heard a fly buzz — when I died," "I like to see it lap the miles," "I cannot live with you," "Essential Oils are wrung," "Because I could not stop for Death," "A narrow Fellow in the grass," "Further in summer than the birds," "Tell all the truth but tell it slant," "A route of evanescence," "My life closed twice"

C. Henry James

The American, "The Jolly Corner"

D. Walt Whitman

Preface to *Leaves of Grass* (1855 edition), and Poems: "Song of Myself," "Drum Taps," "Crossing Brooklyn Ferry," "When Lilacs Last in the Dooryard Bloom'd," "Out of the Cradle Endlessly Rocking"

E. William Faulkner

The Sound and the Fury, "The Bear" from *Go Down, Moses* (1942)

II. MINOR AUTHORS

FICTION

A. Kate Chopin

The Awakening

B. Ernest Hemingway

The Sun Also Rises, "The Snows of Kilimanjaro," "Three Day Blow," "Big Two-Hearted River," "A Clean Well-Lighted Place"

C. Richard Wright

Native Son

D. Ralph Ellison

Invisible Man

E. Vladimir Nabokov

Lolita

F. Saul Bellow

Seize the Day

POETRY AND DRAMA

G. Edwin Arlington Robinson

Poems: "Eros Turannos," "Mr. Flood's Party," "Luke Havergal," "Miniver Cheevy," "Richard Cory"

H. Robert Frost

Poems: "Design," "Provide, Provide," "Stopping by Woods on a Snowy Evening," "The Death of the Hired Man," "Home Burial," "Mending Wall," "Birches," "Departmental," "Fire and Ice"

I. T. S. Eliot

Poems: "The Love Song of J. Alfred Prufrock," *The Waste Land*

J. Eugene O'Neill

Drama: *The Hairy Ape, A Long Day's Journey Into Night*

K. Theodore Roethke

Poems: "Open House," "Cuttings (later)," "My Papa's Waltz"

SUGGESTED STUDY AID

A study guide may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN AMERICAN LITERATURE

Joseph Sandman, *Canisius College*
Jane Saunders, *Orange County Community College*
Joseph Slater, *Colgate University*

ANATOMY AND PHYSIOLOGY

(Administered nationwide)

Credits: 6

OBJECTIVES

The examination is designed to measure the candidate's knowledge of the principles of anatomy and physiology. The content of the examination is comparable in scope and degree of sophistication to the content of a two-semester, introductory-level college course. The overall approach is broad and dynamic as it integrates structure and function of body cells, tissues, organs, and systems. The examination tests for knowledge of anatomical terminology, facts, and the understanding of basic concepts and fundamental principles of physiology.

CONTENT

- I. Body as a Whole
  - A. Basic anatomical terminology
    - 1. Cavities — e.g., thoracic, abdominal, dorsal
    - 2. Regions
      - a. Anatomical position and terms — e.g., dorsal, ventral, anterior, posterior, superior, inferior, cervical, caudal, somatic, and visceral
      - b. Anatomical planes — e.g., sagittal, midsagittal, coronal (frontal) transverse
  - B. General organization of body
    - 1. Cell structure and function as revealed by electron microscopy
      - a. Cell membrane, endoplasmic reticulum, ribosomes, mitochondria, vacuoles, lysosomes, centrioles, golgi apparatus, nuclear membrane, nucleus and chromosomes
      - b. Nucleic acids — DNA, RNA, nucleotides
    - 2. Fundamental body tissues — structure and function
      - a. Epithelial tissue
        - (1) Simple — endothelium, mesothelium
        - (2) Stratified — transitional, plain, ciliated
        - (3) Modified epithelial — neuroepithelial, goblet cells
      - b. Connective tissue — loose, adipose, elastic, fibrous, cartilage (fibrous, elastic, hyaline), bone or osseous tissue (spongy or cancellous and compact), blood
      - c. Muscle tissue
        - (1) Skeletal (striated, voluntary)
        - (2) Smooth (non-striated, visceral, involuntary)
        - (3) Cardiac
      - d. Nerve tissue
        - (1) Cells (neurons, neuroglia)
        - (2) Nerves
    - 3. Organs
      - a. Definition
      - b. Examples
      - c. Composition and general function
    - 4. Membranes and glands
      - a. Unicellular glands — e.g. goblet
      - b. Multicellular glands — e.g., simple, compound, tubular, tubuloalveolar, alveolar
      - c. Membranes — serous, synovial, mucous, cutaneous

- 5. Systems
  - a. Definition
  - b. Examples
  - c. Composition and general function
- C. Maintenance of stable internal environment
  - 1. Movement of materials into and out of cell
    - a. Osmosis — osmotic pressure (isotonic, hypertonic, hypotonic)
    - b. Filtration
    - c. Diffusion
    - d. Active transport
    - e. Pinocytosis and phagocytosis
  - 2. Homeostasis — negative feedback

- II. Integumentary System — structure and function
  - A. Integument
    - 1. Epidermis — stratum corneum, stratum lucidum, stratum granulosum, stratum germinativum
    - 2. Dermis (corium)
      - a. Papillary layer with nutritive papillae and tactile corpuscles
      - b. Reticular layer — fibrous and elastic tissue, sweat glands, adipose tissue
  - B. Skin derivatives
    - 1. Nails and hair
    - 2. Glands — sebaceous, sudoriferous, ceruminous

- III. The Moving Body
  - A. Supporting tissue
    - 1. Anatomy
      - a. Microscopic anatomy
        - (1) Bone (osseous tissue) — e.g., periosteum, Sharpy's fibers, haversion system (lacunae, canaliculi, haversion canal, lamellae), Volkmann's canals, interstitial lamellae, endosteum, bone marrow (yellow and red)
        - (2) Cartilage — groups of cells in intercellular matrix, perichondrium, chondrogenic layer
      - b. Gross anatomy
        - (1) Bone
          - (a) Types — long, short, flat, irregular, sesamoid
          - (b) Markings (processes) — elevations (e.g., ridge or crest, tubercle, tuberosity, malleolus, trochanter, spine, head, condyles), depressions (e.g., pit or fovea, fossa, groove or sulcus), openings (e.g., foramen, canal or meatus, fissure)
        - (2) Cartilage — hyaline, white fibrous, elastic
    - 2. Development and growth
      - a. Intramembranous ossification
      - b. Intracartilaginous or endochondral ossification
      - c. Hormonal influences — e.g., somatotrophin (STH), thyroxin, adrenocortical hormones, parathyroid hormone, estrogen, testosterone
      - d. Other chemical influences — vitamins and minerals
  - B. Skeletal system
    - 1. Divisions
      - a. Axial — head (skull), hyoid, vertebrae, sternum, ribs
      - b. Appendicular (girdles and extremities)
        - (1) Upper limb — pectoral girdle (clavicles, scapulae), humerus, radius, ulna, carpals, metacarpals, phalanges
        - (2) Lower limb — pelvic girdle — (hip bones) pelvis, femur, fibula, tibia, tarsals, metatarsals, phalanges
    - 2. Articulations
      - a. Types
        - (1) Synarthrosis — e.g., sutures
        - (2) Diarthrosis — gliding, hinge joint (ginglymus), condyloid joint, saddle joint, pivot joint, ball and socket joint
        - (3) Amphiarthrosis — e.g., symphysis
      - b. Movements — gliding, angular (flexion, extension, adduction, abduction), rotation
  - C. Muscle tissue
    - 1. Types and characteristics
      - a. Skeletal (striated, voluntary)
      - b. Smooth (non-striated, involuntary)
      - c. Cardiac
    - 2. Microscopic anatomy and ultrastructure of skeletal muscle — e.g., sarcolemma, sarcoplasm, myofibril, myofilament, A band, I band, Z band, sarcoplasmic reticulum
  - D. Muscular system
    - 1. Gross anatomy
      - a. Attachments — origins, insertions (e.g., by tendons and aponeuroses)
      - b. Levers — first class, second class, third class (fulcrum, effort, resistance)
    - 2. Physiology of muscle contraction
      - a. Electrical and mechanical aspects — e.g., stimuli (minimal, subminimal, summation of stimuli), latent period, period of contraction, relaxation, all or none law, absolute refractory period, tonus
      - b. Chemical and thermal aspects — e.g., action, myosin, "sliding filament theory," ATP involvement, heat formation, oxygen debt
    - 3. Types of contractions — e.g., isotonic, isometric, tetanic, treppe effect, summation
      - a. Motor unit — myoneural junction (motor end plate), excitation — contraction, coupling
      - b. Energy source — glycogen

- 4. Location and function of major muscles (Most books will indicate with asterisk or some other way those muscles to be emphasized for first-level learning.)

- IV. Integration and Control
  - A. Nervous system
    - 1. Cell types
      - a. Neuron — cell body, dendrites, axon, neurofibrils, myelin, sheath, neurilemma, nodes of Ranvier
        - (1) Classification
          - (a) Structure — unipolar, bipolar, multipolar
          - (b) Functions — afferent (sensory), efferent (motor or secretory), association, internuncial or central
        - (2) Reflex arc
      - b. Neuroglia
        - (1) Types — astrocytes, oligodendrocytes, microglia
        - (2) Function
    - 2. Synapse — facilitation, inhibition, convergence, divergence, fatigue, neurotransmitters
    - 3. Nerve impulse — membrane theory of excitation, energy production, specificity of receptors, adaptation
    - 4. Development and growth
      - a. Ectoderm — neural (medullary) plate, neural tube (brain and spinal cord)
      - b. Brain—forebrain, midbrain, hindbrain
    - 5. Divisions
      - a. Central nervous system — brain and spinal cord
        - (1) Brain
          - (a) Forebrain (prosencephalon) — telencephalon (ventricles, cerebral cortex, basal nuclei, rhinencephalon), diencephalon (epithalamus, thalamus, metathalamus, hypothalamus)
          - (b) Midbrain (mesencephalon) — cerebral peduncles, copora quadrigemina
          - (c) Hindbrain (rhombencephalon), metencephalon (cerebellum, pons), myelencephalon (medulla oblongata)
        - (2) Spinal cord — gray and white matter, transverse commissures, central canal, meninges
          - (a) Ascending tracts (sensory) — e.g., posterior columns, spinothalamic pathways, spinocerebellar pathways
          - (b) Descending tracts (motor) — e.g., pyramidal pathways (corticospinal), extrapyramidal pathways (vestibulospinal, rubrospinal, tectospinal, olivospinal, etc.)
      - b. Peripheral nervous system
        - (1) Cranial nerves (12 pairs) — name, number, type, function
        - (2) Spinal nerves
          - (a) Thirty-one pairs (8 cervical, 12 thoracic, 5 lumbar, 5 sacral, 1 coccygeal), dorsal root, ventral root, gray rami, white rami
          - (b) Plexi-cervical, brachial, lumbar, sacral
      - c. Autonomic nervous system (visceral efferent system)
        - (1) Sympathetic division (thora-columbar)
        - (2) Parasympathetic division (craniosacral)
        - (3) Anatomical and functional aspects
          - (a) Preganglionic and postganglionic fibers — e.g., adrenergics, cholinergics
          - (b) Plexi
  - B. Sensations
    - 1. Special senses
      - a. Visual
        - (1) Anatomy of eye — e.g., layers of eyeball, extraocular muscles, etc.
        - (2) Physiology of vision and errors of refraction
      - b. Auditory
        - (1) Anatomy of ear — external ear, middle ear, inner ear
        - (2) Physiology of hearing (mechanics, organ of Corti)
      - c. Olfactory — olfactory nerves, olfactory membrane, conchae
      - d. Gustatory — tongue, taste buds (papillae of tongue), classes of taste
    - 2. General senses
      - a. Exteroceptors — free nerve endings, Pacinian corpuscle, Meissner's corpuscles, Ruffini end organ, Krause end organ
      - b. Interceptors — semicircular canal, chemoreceptors (taste buds, olfactory cells, carotid and aortic bodies, lung pressure receptors)
      - c. Proprioceptors — tendons, ligaments, joints

  - C. Endocrine system
    - 1. Definition — endocrine vs. exocrine
    - 2. Hormones
      - a. General hormones
      - b. Local hormones
    - 3. Endocrine glands — structure and function
      - a. Pituitary (hypophysis cerebri)
        - (1) Neurohypophysis (pars nervosa) — ADH, oxytocin
        - (2) Adenohypophysis (pars distalis) —

ACTH, STH, TSH, FSH, LTH, LH, ICSH
(3) Relationship to hypothalamus (hypothalamic-hypophyseal portal system and tract)
b. Thyroid — thyroxine, triiodothyronine, thyrocalcitonin (calcitonin)
c. Parathyroid — parathormone
d. Adrenal (supra-renal)
(1) Medulla — epinephrine, norepinephrine, relationship to the sympathetic division of the autonomic nervous system
(2) Cortex — glucocorticoids, mineralocorticoids
e. Pancreas — islets of Langerhans, insulin, glucagon
f. Gonads
(1) Ovaries — estrogens and progesterone
(2) Testes — androgens (testosterone)
g. Thymus
h. Pineal gland
i. Placenta (estrogens, progesterone, chorionic gonadotropin)
4. Other secretory tissue
a. Gastrointestinal mucosa — gastrin, secretin, pancreozymin, cholecystokinin, enterogastrone, enterocrinin
b. Kidney — e.g., renin, erythropoietin
5. Hypothalamus
a. Releasing factors
b. Posterior pituitary hormones

V. Maintenance
A. Circulatory system
1. Blood
a. Characteristics — color, specific gravity, pH, temperature
b. Formed elements
(1) Erythrocytes — characteristics, life cycle, number, function, hemoglobin (composition, function, metabolism)
(2) Leukocytes — types, characteristics, life cycle, number function
(3) Thrombocytes (platelets) — characteristics, number, function
c. Non-formed elements (plasma) — components and characteristics
(1) Water
(2) Proteins (albumin, globulin, fibrinogen)
(3) Salts
(4) Gases
(5) Dissolved nutrients
(6) Other organic substances — e.g., enzymes and hormones
d. Special processes
(1) Clothing mechanism
(2) Blood typing (agglutinins, agglutinogens)
(a) Transfusions (A B O grouping)
(b) Rh factor (erythroblastosis fetalis)
2. Heart
a. Structure
(1) Layers — pericardium, epicardium, myocardium, endocardium
(2) Chambers — atria, ventricles
(3) Valves — tricuspid, bicuspid (mitral) semilunar
(4) Coronary circulation — coronary arteries, cardiac veins, coronary sinus
(5) Nodal system — e.g., SA node
b. Function
(1) Distinctive properties of cardiac muscle — automaticity
(2) Origin of heartbeat and conduction pathway
(3) Cardiac Cycle — blood pressure, systole, diastole, heartsounds, EKG
(4) Control of cardiac output
(a) Nervous control — vagus and accelerators
(b) Autoregulations (Starling's Law)
(c) Role of receptors — chemoreceptors (carotid bodies, aortic body), pressoreceptors (right heart reflex, aortic reflex, carotid sinus relex)
(d) Other factors affecting frequency and strength of heart action — e.g., blood pressure, emotional excitement, temperature of blood, physical factors (size, age, sex)
3. Vascular system
a. Divisions — systemic, pulmonary
b. Vessels — structure and function
(1) Arteries — layers, elastic arteries, muscular arteries, vasa vasorum, vasomotor control
(2) Veins — layers, valves, vasomotor control, vasa vasorum
(3) Capillaries — distribution
c. Special circuits
(1) Hepatic portal system
(2) Coronary
(3) Cerebral (circle of Willis)
(4) Renal
(5) Fetal
4. Cardiovascular physiology
a. Pressure changes through the system — blood distribution to body organs, needs of organs, activity of organs, variation in temperature
b. Regulation and maintenance of blood pressure

        - (1) Cardiac output
        - (2) Resistance to blood flow — vasodilation, vasoconstriction
        - (3) Role of chemoreceptors and pressoreceptors
        - (4) Blood volume
        - (5) Effect of nervous stimulations
      - c. Capillary exchange
        - (1) Fluid exchange — a result of the balance between
          - (a) Hydrostatic pressure
          - (b) Osmotic pressure
        - (2) Diffusion (nutrients, gases)
    - 5. Lymphatic system
      - a. Anatomical organization — lymph capillaries, ducts, nodes
      - b. Lymph fluid — origin, composition, flow, function
      - c. Structure of lymph vessels and organs — spleen, thymus, tonsillar tissue, pharyngeal tissue (adenoid)
  - B. Respiratory system
    - 1. Anatomy
      - a. Respiratory tract
      - b. Respiratory muscles — thoracic cage
      - c. Pleura (visceral and parietal layers)
    - 2. Physiology
      - a. Mechanisms of ventilation
        - (1) Inspiration
        - (2) Expiration
        - (3) Lung volumes and capacities — tidal volume, inspiratory reserve, expiratory reserve, residual volume, vital capacity
      - b. Diffusion of gases — pressure (intra-alveolar and intrapleural)
        - (1) Boyle's Law
        - (2) Charles' Law
        - (3) Dalton's Law
      - c. Gas transport
        - (1) Oxygen
        - (2) Carbon dioxide
      - d. Control of ventilation
        - (1) Nervous control — medulla oblongata, Hering-Breuer reflex, pons
        - (2) Chemical control — pH, carbon dioxide, anoxia
        - (3) Other controls — temperature change, pressure change, voluntary (cerebrum)
  - C. Digestive system
    - 1. Anatomy and functions of the alimentary canal
      - a. Microscopic anatomy—serosa, muscular layer, submucosa, mucosa, lymph nodes (Peyer's patches)
      - b. Gross anatomy
        - (1) Alimentary tract — mouth, pharynx, esophagus, stomach, small intestine (duodenum, jejunum, ileum), large intestine (caecum, vermiform appendix, ascending colon, transverse colon, descending colon, sigmoid colon, rectum, anal canal)
        - (2) Accessory organs — tongue, teeth, salivary glands, pancreas, liver, and gallbladder
    - 2. Physiology of digestive process
      - a. Physical (mechanical) digestion — ingestion, mastication, deglutition, peristalsis, segmentation, defecation
      - b. Chemical digestion—hydrolysis of carboyhydrates, lipids, protein, enzymes
      - c. Control of digestion
        - (1) Nervous control — autonomic nervous system (parasympathetic and sympathetic)
        - (2) Hormonal control — gastrin, enterogastrone, secretin, pancreozymin, cholecystokinin
      - d. Mechanisms of absorption — diffusion, hydrostatic pressure, osmosis, active transport, physical factors (particle size, concentration of materials, lipid solubility)
  - D. Metabolism
    - 1. Nutrient metabolism — physiology, hormones, functions and products of protein, carbohydrates, fats, and vitamins
    - 2. Energy metabolism (aerobic and anaerobic) — citric acid cycle, daily calorie requirement, nutritional needs, body heat (Candidates are not responsible for the *individual* biochemical events of the above processes.)
    - 3. Calorimetry — basal metabolism rate
- VI. Reproduction
  - A. Anatomy
    - 1. Primary reproductive organs
      - a. Male — testes, penis, scrotum
      - b. Female — ovaries, uterus, vagina, external genitalia
    - 2. Accessory reproductive organs
      - a. Male — epididymis, seminal ducts (vas deferens or ductus deferens), seminal vesicles, ejaculatory ducts, prostate gland (Cowper's glands, bulbourethral glands), urethra
      - b. Female — uterine tubes (fallopian tubes, oviducts), Bartholin's glands
  - B. Physiology of reproductive system
    - 1. Hormonal control
      - a. Female — oogenesis, menstrual cycle (FSH, estrogen, LH, LTH, progesterone)
      - b. Male — spermatogenesis, gonadotropins (FSH, LH, ICSH), testosterone
    - 2. Gametogenesis — spermatogenesis and oogenesis
    - 3. Fertilization and implantation
    - 4. Pregnancy

            a. Hormonal control — corpus luteum
            b. Development
                (1) Egg stage
                (2) Embryonic stages
                (3) Fetal stage
        5. Parturition — stages, hormonal control
        6. Lactation — hormonal control, nutritional aspects

VII. Urinary System
    A. Gross anatomy — kidney (pelvis, calyces, medulla, cortex, renal columns), ureters, bladder, urethra, blood supply
    B. Microscopic anatomy — nephron (glomerulus, capsule of Bowman, proximal convoluted tubule, distal convoluted tubule, loop of Henle), collecting tubule
    C. Renal function
        1. Filtration — glomerulus, capsule of Bowman, hemodynamics
        2. Reabsorption — active transport, proximal tubule, descending limb, loop of Henle, distal tubule, collecting duct
        3. Secretions (augmentation) — distal convoluted tubule
    D. Control of renal function
        1. Hormonal — antidiuretic hormone (ADH or vasopressin)
        2. Nervous — autonomic nerves, renal plexus, splanchnic nerves, vasomotor nerves
    E. Micturition — reflex and voluntary control
    F. Urine composition
        1. Physical characteristics — color, transparency, pH, specific gravity, quantity
        2. Constituents
            a. Inorganic — chlorides, sulphates, phosphates of sodium, potassium, magnesium and calcium, water
            b. Organic — creatinine, urea, ammonia, hippuric acid, purine bodies

VIII. Fluid and Electrolyte Balance
    A. Fluid compartments — distribution of water and electrolytes in the body, movement of water, water intake and output, adjustment of excess fluid intake, regulation by hormones, stress situations, reserve body water, milliequivalents, important cations and anions
        1. Extracellular (interstitial fluid, plasma)
        2. Intracellular
    B. Acid-base balance — normal pH range, pH regulation, sources of acid and base
        1. Buffers
        2. Respiratory regulation
        3. Renal regulation
        4. Acid-base disturbances (acidosis, alkalosis)

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN ANATOMY AND PHYSIOLOGY

I. Edward Alcamo, *State University Agricultural and Technical College at Farmingdale*
Philip Costa, *Queensborough Community College*
Alfred Liberti, *St. John's University*
Collis Miller, *Orange County Community College*
William Rockwood, *Russell Sage College*
Celia Sladek, *University of Rochester*

APPLIED MUSIC

(Administered only in New York)

Credits: 2 per instrument (minor)
4 per instrument (major)

There is a College Proficiency Examination in Applied Music for each of the following:

Baritone Horn
Bassoon
Cello
Clarinet
Flute
French Horn

Oboe
Piano
Saxophone
String Bass
Trumpet (Cornet)
Trombone

Tuba
Viola
Violin

General Percussion
Voice

Each CPE in Applied Music will be an evaluation of the candidate's performance on one of the above instruments or voice. Each will assume preparation equivalent to that received *in a 2-credit college course for the minor examination, or a 4-credit college course for the major examination.*

OBJECTIVES

The candidate will be evaluated in the following areas, which will be weighted approximately equally:

Repertory — outlined in the Description of Content

Technique — tone quality, facility, intonation, and related theoretical knowledge.

Sight reading

Examinations in applied music will be scheduled individually. The amount of time necessary for the examination will be at the discretion of the examiners but will generally last 15 to 30 minutes.

MINOR CREDIT

CONTENT

I. Instrumental

Candidates will be required to:

A. Demonstrate the Basic Elements as outlined in Levels One and Two of the *Handbook for Applied Music.*

B. Perform from two prepared, but not necessarily memorized, études of contrasting styles selected from the method books listed as Level Two or Elementary, as specified for the appropriate instrument in the *Handbook for Applied Music.* Candidates may, at their discretion, select equivalent or more advanced material.

C. Perform one prepared, but not necessarily memorized, solo, in its entirety, selected from at least Level Two of the *Handbook for Applied Music.*

The (nonpiano) instrumentalist is not required to have an accompanist for the solo performance, but may do so if desired.

D. Perform, at sight, material comparable to that listed at Level One of the *Handbook for Applied Music.*

II. Vocal

Candidates will be required to:

A. Demonstrate, in the performance, the six fundamental vocal techniques as outlined in the *Handbook for Applied Music.*

B. Sing three prepared, but not necessarily memorized, contrasting solos from the standard vocal literature, comparable stylistically to those listed in at least Level Two of the *Handbook for Applied Music.* At least one solo must be in Italian.

Vocal candidates will be required to make arrangements for their own accompaniment for the solos. They may not accompany themselves at the examination. A recorded accompaniment may be used, provided copyright regulations are not violated. Candidates must supply their own equipment.

C. Sing, at sight, material comparable to that listed in Level One of the *Handbook for Applied Music.*

MAJOR CREDIT

CONTENT

I. Instrumental

The candidate will be required to:

A. Demonstrate the Basic Elements as outlined in Level Five of the *Handbook for Applied Music.*

B. Perform from two prepared, but not necessarily memorized, études of contrasting styles selected from the method books listed as Level Five, as specified for the appropriate instrument in the *Handbook for Applied Music.* Candidates may, at their discretion, select equivalent or more advanced material.

C. Perform two or three prepared solos from varying periods, in their entirety, one of which must be memorized, selected from at least Level Five of the *Handbook for Applied Music.* The (nonpiano) instrumentalist is not required to have an accompanist for the solo performance, but may do so if desired.

D. Demonstrate minimal sight reading skill.

II. Vocal

Candidates will be required to:

A. Demonstrate, in their performance, the six fundamental vocal techniques as outlined in the *Handbook for Applied Music.*

B. Sing three prepared, contrasting solos (one of which must be memorized) from the standard vocal literature, comparable stylistically to those listed in at least Level Five of the

Handbook for Applied Music. At least one solo must be in Italian.
Vocal candidates must make arrangements for their own accompaniment for the solos. They may not accompany themselves at the examination. A recorded accompaniment may be used, provided copyright regulations are not violated. Candidates must supply their own equipment.

C. Demonstrate minimal sight reading skill.

SUGGESTED STUDY AID

A *Handbook for Applied Music* is available from the College Proficiency Examination Program — Study Guides, New York State Education Department, Albany, New York 12230. A remittance of $.40, payable to the New York State Education Department, should be included with requests for the *Handbook*.

CPE COMMITTEE IN APPLIED MUSIC

Mark Dolliver, Jr., *C.W. Post College of Long Island University*
Everett Gates, *Eastman School of Music*
Howard Marsh, *Professor Emeritus, State University College at Fredonia*
Jerrold Ross, *New York University*

BIOLOGY — Credits: 6

(Administered only in New York)

The College Proficiency Examination in Biology is based upon the introductory one-year (two-semester) college course in biology.

OBJECTIVES

The examination presupposes that, in their study, candidates have emphasized the fact that fundamental principles apply to both plants and animals. The overall approach assumed is dynamic, including constant attention to functional morphology. Since evolution is a fundamental theme in biology, understanding will be expected of the interdependence of organism and environment, with stress on animal adaptations and behavior. Since a thorough understanding of concepts in biology involves chemistry, candidates will be expected to have a background in that subject.

CONTENT

I. Unity Among Living Things: Protoplasm, Cells, and Cellular Metabolism
   A. General structure of cells as revealed by electron microscopy — cell wall, cell membrane, plasma membrane, endoplasmic reticulum, ribosomes, mitochondria, plastids, vacuoles, lysosomes, centrioles, Golgi apparatus, nuclear membrane, nucleus, and chromosomes
   B. Biochemistry
      1. Fundamentals
         a. Properties and distribution of elements with emphasis on carbon, hydrogen, oxygen, nitrogen, phosphorus, and sulfer ions, valence, pH, concepts of free energy and entropy
         b. Compounds, particularly carbon compounds

2. Carbohydrates: pentoses, hexoses, monosaccharides, disaccharides, polysaccharides
3. Lipids: fats, saturated and unsaturated fatty acids, glycerol, steroids
4. Proteins: amino acids, peptide linkage, dipeptides and polypeptides, simple and conjugated proteins, denaturation of proteins
5. Nucleic acids: DNA, RNA, nucleotides

C. Origin of energy sources and their transformation in cells
1. Photosynthesis
a. Structure of chloroplasts, structure of grana, chemistry of chlorophyll, factors affecting synthesis of chlorophyll, chromatographic techniques for separating pigments, role of pigments in photosynthesis
b. Dark and light phases of photosynthesis; important chemical reactions in CO_2 fixation, role of light, phosphorylation
c. History of major experiments, such as those of Van Helmont, Priestley, Ingenhousz, Blackman, Ruben and Kamen, Calvin and Benson
2. Respiration of carbohydrates
a. ATP: composition, functions, phosphagens, "high energy" bond formation and transfer
b. Anaerobic phase: important chemical reactions of glycolysis and alcoholic fermentation
c. Aerobic phase: important chemical reactions, significance of Krebs cycle
d. Relative efficiency of aerobic and anaerobic phases
e. Hydrogen and electron transfer systems: pyridine and flavin nucleotides, cytochrome system
f. Enzymes
(1) Dehydrogenases, carboxylases, oxidases, phosphorylases
(2) Major coenzymes and their functions
(3) Vitamins in relation to enzymes and coenzymes
3. Respiration of fats and proteins
a. Fats: beta oxidation, relations to the Krebs cycle and acetyl-CoA, glycol in relation to carbohydrates
b. Proteins: deamination and transmination, formation of urea (arginine-ornithine cycle), relation of "carbohydrate fraction" of amino acids to metabolites of Krebs cycle

D. Basic synthesis of carbohydrates, proteins, fats
1. Carbohydrates: polymerization, dehydration synthesis, general structure of starch, cellulose, glycogen
2. Proteins: relation to ribosomes, endoplasmic reticulum, DNA, RNA, and genes
3. Fats: relation to the Krebs cycle and acetyl-CoA

E. Passage of materials into and out of cells
1. Chemical composition and structure of the cell wall and cell membrane
a. Plasmodesmata in plant cells, effects of structure on selective permeability
b. Relation of cell membrane to endoplasmic reticulum
2. Penetrating particles: concentration, charge, size, solubility
3. Effects of hypertonic, hypotonic, and isotonic solutions on cells
4. Active transport
5. Pinocytosis and phagocytosis

F. Mitosis and cytokinesis
1. Structure and function of the nucleus
2. Mitotic apparatus
3. Phases of mitosis
4. Method of DNA replication
5. Cytokinesis in animal and plant cells

II. Diversity Among Living Things: Structure, Function, Reproduction, Development, Evolution, Distribution, and Classification

A. Viruses (including phages)
1. Questions as to their nature
2. Replication

B. Bacteria
1. Morphology and physiology: types, spore formation, respiration (aerobic facultative, and obligate anaerobic), fermentation
2. Modes of nutrition including photosynthesis and chemosynthesis
3. Relation to the carbon and nitrogen cycles

C. Cyanophyta
1. Characteristics
2. Cytology
3. Importance
4. Relationship to other organisms

D. Fungi
1. Major characterics of slime molds and true fungi
2. Reproduction in rhizopus, neurospora, puccinia
3. Economic importance

E. Green algae
1. Major characteristics
2. Reproduction to illustrate meiosis, zoospore formation, isogamy, heterogamy
3. Relationship to the evolution of higher plants, biochemical similarities, alteration of generations

F. Bryophyta: emphasis should be placed upon the adaptations to a terrestrial environment, both in the vegetative structures and in the methods of reproduction
1. Characteristics of mosses and liverworts
2. Life cycle of a representative form

- G. Tracheophyta
  - 1. Ferns: life cycle with the emphasis on alteration of generations
  - 2. Pine: structure of the seed with the emphasis on its evolutionary significance
  - 3. Angiosperms
    - a. Reproduction and life cycle
      - (1) Flower—structure, details of the male and female gametophyte generations, relationships to insects in geologic time and in adaptations for pollination, initiation of flowering-photoperiodism
      - (2) Seed — development of embryo sporophyte in the seed, differences between monocots and dicots, dormancy, germination, economic importance
      - (3) Fruit — relationship to seed dispersal, auxins as related to parthenocarpy, economic importance
      - (4) Vegetative reproduction
    - b. Structure and physiology of the sporophyte:
      - (1) Root, leaf, and stem of a typical herbaceous plant
      - (2) Water and mineral absorption, movement
      - (3) Food translocation and storage
      - (4) Growth from the seed and maturation to include primary and secondary tissues, cell enlargement, cell differentiation
      - (5) Irritability — tropisms and other movements, relationship of auxins
- H. Invertebrates — structure, function, and distribution
  - 1. Protozoa: to be studied as simple organisms solving fundamental problems of existence, free-living and parasitic forms to be considered
  - 2. Coelenterata (Cnidaria): tissue grade of organization, cell specialization, regeneration, nerve-net structure
  - 3. Platyhelminthes: bilateral symmetry, cephalization, organ systems, mesodermal structures, free-living versus parasitic forms, life cycles
  - 4. Nematoda: pseudocoelum, systems, free-living vs. parasitic forms, life cycles
  - 5. Mollusca: general body plan, classes, organ systems
  - 6. Annelida: general body plan, trochophore larva, schizocoel, segmentation
  - 7. Arthropoda: general body plan, adaptations to a land environment, respiratory mechanisms of the various classes, hormones affecting the metamorphosis of insects, economic importance
  - 8. Echinodermata: phylogenetic relationships to chordata, general body plan

  Note: The invertebrate phyla listed above have been selected on the basis of phylogenetic significance. Other phyla *should* also be studied.
- I. Chordates: structure, function, reproduction, development, classification, evolution, and distribution
  - 1. Digestive system: structure, enzymes, nervous and hormonal control, absorption
  - 2. Respiratory system: the breathing mechanism in a fish, in an amphibian, and in a mammal; gaseous exchange in lungs, gills, and skin; relationship to cellular respiration
  - 3. Circulatory system: composition and functions of blood and lymph, immunity, homeostatic control of blood composition, patterns of circulation in an amphibian and in a mammal, renal and hepatic portal systems
  - 4. Excretory system: general structure; detailed structure of a nephric unit and functions performed in each part; relationship of the kidney to homeostasis; sweat glands; the liver as an excretory organ, including urea formation
  - 5. Skeletal and muscular system; the basic structural plan of the skeleton and the relation of muscles to skeletal movements, ligaments, tendons, antagonistic action of muscles, muscle physiology
  - 6. Integrative systems
    - a. Central nervous system: the five major divisions of the brain, functions of parts of the brain and spinal cord, cranial and spinal nerves, types and structure of neurons, nature of the nerve impulse, synaptic transmission, reflex arc, conditioned reflex
    - b. Autonomic nervous system: structure, function, and neurohumors of sympathetic and parasympathetic divisions; relationship of the sympathetic division to the adrenal medulla
    - c. Endocrine glands; pituitary, thyroid, islets of Langerhans (alpha and beta cells), parathyroids, gonads, adrenals, hormones affecting the digestive glands, relationship of the pituitary to the brain
  - 7. Reproductive system
    - a. Structure
    - b. Details of oogenesis and spermatogenesis
    - c. Hormonal control of sperm and egg production and uterine development in mammals
    - d. Fertilization in land and water organisms
    - e. Natural and artificial methods of parthenogenesis

8. Development of an animal embryo
    a. Effects of yolk upon embryological development; animal and vegetal poles
    b. Early embryology of homolecithal egg
    c. Early embryology of an amphibian egg through the neurula stage
    d. Early embryology of the bird and mammal
    e. Germ layer origins of organ systems
    f. Formation and function of four extraembryonic membranes of a reptile, bird, and mammal
    g. Formation of the placenta and umbilical cord and their functions
    h. Pattern of circulation in a mammalian embryo and the changes occurring at birth
    i. Differences between protostomal and deuterostomal development

III. Continuity of Living Things
  A. Genetics: plant, animal, and human examples should be considered.
    1. Meiosis: phases, synapsis and crossing-over, tetrad formation
    2. Classical genetics and the development of the gene theory
      a. Mendel's work and principles
      b. Sutton's hypothesis—relating Mendelian laws to chromosomes
      c. Morgan's experiments establishing genes as portions of chromosomes
      d. Lethal factors
      e. Multiple alleles — blood types
      f. Factor interaction resulting in modified two-factor ratios
      g. Multiple factors — relation to the normal probability curve
      h. Mechanisms of sex determination (XY, WZ, SO, monoploid-diploid)
      i. Sex linkage in humans and in fruit flies
      j. Techniques of mapping the chromosomes: percentage of crossing-over
    3. Mutations: genic and chromosomal (deletions, duplications, translocations, inversions), ploidy, induction of mutations, relationship to evolution
    4. Mechanism of gene action: experiments with Neurospora, gene-enzyme relationships with illustrations in humans (phenylketonuria, alkaptonuria, sickle-cell anemia)
    5. Experiments that indicate the relationships between DNA and genes: bacterial transformation, bacterial viruses
    6. Genetic code: experiments to illustrate the techniques employed, relation to protein synthesis
    7. Examples of cytoplasmic inheritance
    8. Population genetics: Hardy-Weinberg Principle and its relation to natural selection and genetic drift (See Evolution.)
  B. Evolution
    1. Theories of the origin of life
    2. Criteria for determining the nature of a species
    3. Evidence for evolution from biochemistry, morphology, embryology, physiology, paleontology, and geographical distribution
    4. Theories of the mechanism of evolution
      a. Lamarck's theory of use and disuse
      b. Darwin's theory of natural selection
      c. DeVries and mutation
      d. Modern concepts
    5. Factors influencing natural selection and speciation: population genetics (size, isolation, genetic drift), adaptive radiation (suggested example) — Darwin's Finches on the Galápagos)
    6. The evolution of man

IV. Ecological Relationships Among Living Things (It is assumed that the relationship between the organism and its environment has received attention throughout the course. The purpose of this section is to summarize the information thought desirable.)
  A. Physical (Abiotic) factors: soil, water, temperature, light, atmosphere, radiation
  B. Biotic factors
    1. Cycle of the elements (especially carbon and nitrogen)
    2. Food chains — relationships with regard to numbers, mass, size, energy flow
    3. Symbiosis: mutualism, parasitism, commensalism
    4. Succession
    5. Social relationships (ants, bees, birds, deer)
    6. Niche, habitat, population, biome, sympatric and allpatric species

V. Disease and Immunity
  A. Disease-causing organisms
  B. Mechanisms of immunity
  C. Allergy
  D. Agents, carriers

SUGGESTED STUDY AID

A study aid be ordered from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN BIOLOGY

William Beckert, *St. John's University*
Harry Brenowitz, *Adelphi University*
Carroll Knowlton, *Orange County Community College*
Harold Powers, *State University College at Oswego*

EARTH SCIENCE

Credits: 6

(Administered nationwide)

The College Proficiency Examination in Earth Science is designed to test achievement equivalent to that attained in a one-year (two-semester), introductory college course in earth science. The candidate will be expected to demonstrate a knowledge and understanding of each of the content areas and their interrelationships.

OBJECTIVES

The candidate should be able to:

1. Recall and apply knowledge of facts and principles from each content area.
2. Interpret data and make inferences.
3. Solve problems, read and interpret charts, and manipulate numerical data.
4. Identify contributions of the major earth scientists.
5. Demonstrate understanding of the principles underlying operation of the major instruments.

CONTENT

- I. The Earth and the Universe
  - A. The earth as a planet
    - 1. Dimensions
    - 2. Motions and the measurement of time
    - 3. Gravitational and magnetic fields
  - B. Moon
    - 1. Structure and composition
    - 2. Earth-moon relationships
  - C. Sun
    - 1. Structure and composition
    - 2. Energy source and emissions
  - D. Other members of the solar system
    - 1. Planets and asteroids
    - 2. Comets and meteors
  - E. Stars
    - 1. Magnitudes and classes
    - 2. H-R Diagram and stellar evolution
    - 3. Motions: apparent, real, measurement of
    - 4. Variable stars
    - 5. Celestial coordinate systems
  - F. Galaxies
  - G. Current problems — e.g., radio astronomy, quasars, pulsars, cosmology
- II. The Solid Earth: Past and Present
  - A. Composition
    - 1. Minerals
    - 2. Rocks and the rock cycle
  - B. Structure (including seismology)
  - C. Geologic processes and their results
    - 1. Weathering (including soil formation)
    - 2. Mass wasting
    - 3. Action of water
      - a. Streams and lakes
      - b. Oceans
      - c. Underground
    - 4. Action of ice
    - 5. Action of air
    - 6. Vulcanism and magmatic activity
    - 7. Continental drift and plate tectonics
    - 8. Faulting and folding
  - D. Geologic charts
    - 1. Topographic and relief maps
    - 2. Geologic maps and cross-sections
  - E. Geologic History
    - 1. Fossils and evolution
    - 2. Stratigraphic interpretation
    - 3. Radiometric dating

    4. Time scale (including eras and periods)
    5. Climatic variation
  F. Man's impact on the solid earth

III. The Atmosphere and the Oceans
  A. Atmosphere
    1. Composition and structure
    2. Heat and radiation balance
    3. Pressure
    4. Circulation
      a. Primary
      b. Secondary
    5. Humidity, clouds, and precipitation
    6. Air masses and fronts
    7. Thunderstorms, tornadoes, and hurricanes
    8. Weather maps
      a. Surface
      b. Constant level
    9. Introduction to climate
    10. Man's impact on the atmosphere
  B. Oceans
    1. Distribution of land and sea, submarine topography
    2. Ocean and atmosphere relations
    3. Circulation: horizontal and vertical
    4. Waves and tides
    5. Sediments
    6. Coastal processes
    7. Man's impact on the hydrosphere

SUGGESTED STUDY AID

A list of suggested readings may be ordered from the College Proficiency-Regents External Degree program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN EARTH SCIENCE

M. Ira Dubins, *State University College at Oneonta*
Kenneth G. Johnson, *Skidmore College*
Samuel Katz, *Rensselaer Polytechnic Institute*
Paul M. Shaver, *State University College at Oswego*

EUROPEAN HISTORY **Credits: 6**

(Administered only in New York)

The College Proficiency Examination in European History is based upon the introductory one-year (two-semester) college course in modern European history.

OBJECTIVES

The candidate will be expected to demonstrate:

A. A knowledge of the general narrative and the major details of European History from the Renaissance to the present. The examination consists of both objective and essay questions. The essay section of the examination will emphasize the period from the 18th century to the present.

B. An ability to see facts of history in context; interpret, explain, and relate historical movements; distinguish causes, results, and significances; read historical materials in a discriminating way; and weigh evidence and reach conclusions on the basis of fact. A person with an adequate knowledge and understanding of history is expected to write with economy, grace, and, above all, with relevance.

CONTENT

I. The Renaissance
  A. Meaning
    1. Changing interpretations of the Renaissance
    2. General characteristics of Renaissance society
  B. Italian Renaissance
    1. Social, political, and economic trends of the 14th and 15th centuries

    - 2. Humanism — the return to classical models and the development of vernacular literature
    - 3. Art and architecture
  - C. Spread of the Renaissance
    - 1. Beyond the Alps
    - 2. Differences between the humanism of Italy and that of Northern Europe
    - 3. Erasmus, More, Rabelais
  - D. Age of Discovery and Exploration
    - 1. Economic trends and techniques in the 16th century
    - 2. Search for new routes to the East
    - 3. Pioneer work of Portugal and Spain
    - 4. Commercial Revolution
- II. The Reformation
  - A. The Late Medieval Background
    - 1. Social, economic, and political changes
    - 2. Religious reform movements of the late Middle Ages and the decline of the Medieval Papacy
  - B. Lutheranism
    - 1. Life and theology of Martin Luther
    - 2. Spread of Lutheranism: Germany and the Scandinavian countries
    - 3. Religious Peace of Augsburg and the division of Germany
  - C. Calvinism
    - 1. Life and theology of John Calvin
    - 2. Spread of Calvinism
  - D. Anglicanism
    - 1. Religious conditions in England at the beginning of the 16th century
    - 2. Church and politics under the Tudors
  - E. Catholic Reformation
    - 1. The spirit of Catholic reforms — the new religious orders and the new piety in the early 16th century
    - 2. Council of Trent and the institutional changes in the Church of the late 16th century
  - F. The Age of Religious Wars, 1559-1648
    - 1. Civil war and rebellion in France, England, and Holland in the late 16th century
    - 2. The Thirty Years' War — origins, phases, and results
- III. From the Age of Absolutism to Enlightened Despotism
  - A. Spain
    - 1. The Age of Gold — Charles V and Philip II
    - 2. Decline of Spain in the 17th century
  - B. France
    - 1. The 16th Century — the "new monarchy" of France; Valois decadence and civil war
    - 2. Life and policies of Henry IV, of Richelieu, and of Mazarin
    - 3. Age of Louis XIV: France at home and abroad
  - C. England
    - 1. Nature of Tudor absolutism
    - 2. Struggle between Stuarts and Parliament
    - 3. Puritan Civil War
    - 4. Glorious Revolution: causes and results
  - D. The Germanies
    - 1. Rise of Prussia and the Hohenzollern dynasty
    - 2. Frederick II
    - 3. Austria and Maria Theresa
  - E. Russia
    - 1. Rise and expansion of Muscovy
    - 2. Attainment of "great power" status under Peter the Great and Catherine the Great
    - 3. Economic, social, and political conditions at the end of the 18th century
  - F. Culture during the 17th and 18th century
    - 1. Baroque and Rococo — art, music, and main currents in literature
    - 2. The Scientific Revolution (Copernicus, Galileo, Kepler, Descartes, Newton)
- IV. Age of Revolution
  - A. Cultural background of the French Revolution
    - 1. The Intellectual Revolution and the Enlightenment — Locke, Montesquieu, Rousseau, etc.
    - 2. The American Revolution and its impact upon Europe
  - B. France under the Old Regime
    - 1. Central and local government
    - 2. Social classes
    - 3. Economic and financial conditions
    - 4. Failure of reform
  - C. The French Revolution, 1789-1795
    - 1. The coming of the Revolution, 1789
    - 2. The course of the Revolution, 1789-1794
    - 3. The Reaction, 1794-1795
    - 4. The Revolution outside of France
  - D. The Constitutional Republic, 1795-1799
    - 1. Government of the Directory
    - 2. Rise of Napoleon Bonaparte
    - 3. France and the Western World, 1795-1799
  - E. The Napoleonic Era
    - 1. The Consulate
    - 2. Establishment of the Empire
    - 3. Wars of Napoleon and the spread of the reforms of the French Revolution
    - 4. Overthrow of Napoleon
- V. Growth of Nationalism and Liberalism, 1815-1870
  - A. Restoration and Reaction
    - 1. Congress of Vienna
    - 2. Conservatism in Austria, Russia, Britain
    - 3. First rifts in system of Metternich
  - B. Industrialism and its political repercussions
    - 1. The Industrial Revolution, including changing interpretations
    - 2. English Reform Bill of 1832
    - 3. Chartism
    - 4. July Revolution in France and its influence outside France
  - C. New concepts of society and the individual, 1815-1870

  1. Romanticism in art, music, and literature
  2. Conservative and liberal political thought
  3. Utopian socialism and other social theories, religious movements
  4. Realism and naturalism in art, music, and literature
  5. Darwinism and Marxism
 D. Revolutions of 1848
  1. February Revolution in France
  2. Revolution in the Germanic Confederation, especially in Hapsburg and Hohenzollern lands
  3. Revolutions in the Italian peninsula
  4. Results of the revolutions
  5. Napoleon III and the Second French Empire
 E. Unification of Italy
  1. Development of Italian nationalism
  2. Work of Cavour and Garibaldi
  3. Annexation of Rome
 F. Unification of Germany
  1. Failure of the Frankfort Assembly
  2. Development of German industry
  3. Bismarck and the wars of German unification
 G. Russia in the 19th century
  1. Aftermath of Napoleonic Wars
  2. Nicholas I
  3. Reforms of Alexander II
  4. Alexander III and the policies of russification and repression
  5. Nicholas II and the Revolution of 1905
 H. International Relations, 1815-1878
  1. Challenges to the Congress System
  2. The Eastern Question through the Congress of Berlin, 1878 — the Ottoman Empire in relation to Russia and the West
  3. Great Power relations from the Crimean War to the Congress of Berlin
VI. Road to World War, 1870-1918
 A. Socioeconomic trends
  1. The New Industrialization
  2. Development of science and technology
  3. Philosophy and religion (including anticlericalism and antisemitism)
  4. Art and literature
  5. Movements of social protest
 B. Britain, 1867-1914
  1. End of Victorian Compromise
  2. Age of Gladstone and Disraeli
  3. Ireland
  4. The Empire
  5. Liberal ministry, 1905-1914, and its policies at home and abroad
 C. Third French Republic
  1. Establishment
  2. Major crises
  3. Socioeconomic development
  4. Foreign policy
 D. German Empire, 1871-1914
  1. Bismarck, 1871-1890, foreign and domestic policies
  2. New Course under Kaiser William II
 E. New Imperialism
  1. Factors in revival of imperialism
  2. Africa
  3. China
  4. Russo-Japanese War
  5. Near and Middle East
 F. World War I
  1. Mood of Europe at outset of 20th century
  2. Alliance and entente systems
  3. Crises, 1905-1914
  4. Course of war
  5. Impact of science and technology on warfare
VII. Contemporary Europe, 1919-Present
 A. The Long Armistice, 1919-1939
  1. Peace settlement
  2. League of Nations: successes and failures
  3. Quest for security
 B. The major democratic states, 1919-1939
  1. Great Britain
  2. France
  3. Weimar Germany, 1919-1933
 C. Totalitarian states, 1919-1939
  1. U.S.S.R.
  2. Fascist Italy
  3. Nazi Germany
 D. World War II
  1. Causes
  2. Main campaigns in European and Pacific theatres
  3. Victory of allies
  4. Wartime conferences
  5. Peace treaties
 E. Postwar Europe, 1945-present
  1. United Nations
  2. Cold War: origins and character
  3. Political developments in Western Europe, especially in England, France, Italy, Federal Republic of Germany
  4. U.S.S.R. and the communist bloc
  5. Europe and the Middle East
 F. End of Colonialism
  1. Impact of World War II on non-Western world
  2. Dissolution of British, French, and Dutch empires
  3. Relations of European states with former colonies
 G. Contemporary men and politics
  1. Unity movements: political, economic, religious
  2. Coexistence with Soviet bloc
  3. Disarmament movements
 H. Cultural History, 1919-present
  1. 1919-1939, trends in:
   a. Art, music, and literature
   b. Social and economic thought

    - c. Religious and psychological attitudes
- 2. 1939-present
    - a. Art, music, and literature
    - b. Social and economic thought
    - c. Religious and psychological attitudes

I. Science and technology
- 1. Development of World War II
- 2. Civil and military potentials of nuclear energy
- 3. Social and economic aspects

SUGGESTED STUDY AID

A list of suggested readings may be ordered from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN EUROPEAN HISTORY

Robert Carlisle, *St. Lawrence University*
Elisa Carrillo, *Marymount College*
Matthew Elbow, *State University of New York at Albany*

FRESHMAN ENGLISH **Credits: 6**

(Administered nationwide)

The College Proficiency Examination in Freshman English is designed to test the candidate's knowledge and understanding of literature and the ability to write a good composition. The examination assumes preparation equivalent to that of the student who has taken the one-year (two-semester) course in Freshman English commonly offered in colleges and universities.

OBJECTIVES

Candidates will be expected to demonstrate an understanding of a variety of literary works drawn from the genres of fiction (short story and novel), poetry, drama, and the essay. They will be expected to know, in depth, the works of literature in the content outline. They should be able to show how such elements as theme, plot, characterization, point of view, structure, and symbolism function in these works and contribute to their total meaning.

Candidates should have some understanding of the nature of each of the genres; be able to compare and contrast their different characteristics (e.g., the methods of achieving the effects peculiar to drama); be able to discuss relationships between genre and content; be familiar with the literary terminology of the respective genres; and be able to demonstrate understanding of basic concepts of prosody, including the ability to recognize rhyme scheme and scan verse.

They will also be expected to show knowledge of grammar, punctuation, diction, and spelling; and to demonstrate the ability to write a good composition showing competent organization and development in sentences, paragraphs, and the complete essay.

CONTENT

Preparatory Reading

The candidate will be expected to be familiar with all of the following works. Each of the literary genres will receive approximately equal emphasis on the examination.

I. Fiction
A. Short Story: James Joyce (from *Dubliners)*
"The Sisters"
"An Encounter"
"Araby"
"Eveline"
"After the Race"
"Counterparts"
"Clay"
"A Painful Case"
"Ivy Day in the Committee Room"
"Two Gallants"
"The Boarding House"
"A Little Cloud"
"A Mother"
"Grace"
"The Dead"
B. Novel
1. Brontë, Emily: *Wuthering Heights*
2. Ellison, Ralph: *Invisible Man*
3. Fitzgerald, F. Scott: *The Great Gatsby*

II. Nonfiction
A. Baldwin, James: *Notes of a Native Son*
B. Orwell, George
(from *A Collection of Essays*)
"Such, Such Were the Joys . . ."
"Charles Dickens"
"The Art of Donald McGill"
"Rudyard Kipling"
"Raffles and Miss Blandish"
"Shooting an Elephant"
"Politics and the English Language"
"Reflection on Gandhi"
"Marrakech"
"Looking Back on the Spanish War"
"Inside the Whale"
"England Your England"
"Boys' Weeklies"
"Why I Write"
C. Thoreau, Henry David: *Walden*

III. Drama
A. O'Neill, Eugene: *Long Day's Journey Into Night*
B. Shakespeare, William: *Othello*
C. Shaw, George Bernard: *Caesar and Cleopatra*
D. Sheridan, Richard: *The School for Scandal*
E. Sophocles: *Antigone*

IV. Poetry
A. Ballad
1. "Sir Patrick Spens"
2. Coleridge, Samuel Taylor: "The Rime of the Ancient Mariner"
B. Metrical Romance
Keats, John: "The Eve of St. Agnes"
C. Dramatic Monologue
1. Browning, Robert: "My Last Duchess"
2. Eliot, T.S.: "The Love Song of J. Alfred Prufrock"
D. Lyric
1. Simple
a. Arnold, Matthew: "Dover Beach"
b. Blake, William: "Jerusalem" (from preface to "Milton")
c. cummings, e.e.: "Anyone Lived in a Pretty How Town"
d. Dickinson, Emily: "Because I could not stop for Death," "Pain has an element of blank"
e. Donne, John: "A Valedictorian Forbidding Mourning"
f. Frost, Robert: "The Road Not Taken"
g. Hardy, Thomas: "Afterwards"
h. Herbert, George: "The Pulley"
i. Herrick, Robert: "Delight in Disorder"
j. Jonson, Ben: "To Celia"
k. Marvell, Andrew: "To His Coy Mistress"
l. Thomas, Dylan: "Do Not Go Gentle Into That Good Night"
m. Waller, Edmund: "Go Lovely Rose"
n. Wordsworth, William: "She Dwelt Among the Untrodden Ways"
o. Yeats, William Butler: "The Second Coming"
2. Sonnet
a. Keats, John: "On First Looking Into Chapman's Homer"
b. Milton, John: "On His Blindness"
c. Shakespeare, William: "That time of year thou mayest in me behold"
d. Wordsworth, William: "Westminster Bridge"
3. Ode
Keats, John: "Ode to a Nightingale"
4. Elegy
Whitman, Walt: "When Lilacs Last in the Dooryard Bloom'd"
5. Mock Epic
Pope, Alexander: "The Rape of the Lock"

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN FRESHMAN ENGLISH

Thomas L. Berger, *St. Lawrence University*
Jeane H. Geehr, *Vassar College*
William Green, *Queens College of The City University of New York*
Jonathan Kistler, *Colgate University*
Hal Smith, *The College of Insurance*

SHAKESPEARE **Credits: 3**

(Administered nationwide)

The College Proficiency Examination in Shakespeare is based upon a one-semester college course on Shakespeare, which is usually taken in the sophomore or junior year. The examination consists of both multiple-choice and essay questions.

OBJECTIVES

Candidates will primarily be expected to demonstrate an understanding of the plays of Shakespeare and of the significant relationships between them. They will be expected to have knowledge of essential background information: the dates of the plays on the reading list, their sources and their textual history; a familiarity with the life of Shakespeare; and some acquaintance with the customs and conventions of the Elizabethan theater.

Candidates should be prepared to answer factual questions drawn from the background materials or from plays listed below. They will be expected to have sufficient knowledge of details so that they can discuss the plays intelligently and support generalizations and interpretations with specific evidence. Candidates should be able to show how such dramatic and poetic elements as theme, character, plot, language, verse form, and imagery function in the plays and contribute to their total meaning. They should have some familiarity with the conventions of comedy, tragedy, and the history play as reflected in Shakespeare's dramatic art. They should be able to discuss relationships between genre and content. Memorizations of passages will not be required. Knowledge derived from the study of any of the plays of Shakespeare, whether on the suggested list or not, will be helpful in answering general questions and may be used where appropriate in answering essay questions.

CONTENT

Preparatory Reading

I. Comedies: *A Midsummer Night's Dream*
The Merchant of Venice
Twelfth Night
Measure for Measure
The Tempest

II. Histories: *Richard II*
Henry IV, Part I

III. Tragedies: *Hamlet*
Othello
King Lear
Macbeth
Antony and Cleopatra

There are many good, recent paperback editions of individual plays, as well as collections, which contain all or most of the plays on this list. Essential background information can be obtained from any modern edited text of Shakespeare's collected works or from a modern handbook on Shakespeare. Such books also contain suggestions for further reading. Candidates will undoubtedly add to their enjoyment and understanding of Shakespeare's works if they see some of the plays or listen to good recordings of them.

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN SHAKESPEARE

Thomas L. Berger, *St. Lawrence University*
Jeane Geehr, *Vassar College*
William Green, *Queens College of The City University of New York*
Jonathan Kistler, *Colgate University*
Hal Smith, *The College of Insurance*

Turn to the back of this catalog to order
College Proficiency and
Regents External Degree
Study Guides

CRIMINAL JUSTICE

Two College Proficiency Examinations are offered in the field of Criminal Justice: *Introduction to Criminal Justice* and *Criminal Investigation*. These two examinations were developed in response to the changing role of the law enforcement officer and the increasing demand for more qualified individuals in the field of criminal justice. The tests are designed to accelerate the flow of qualified personnel in that area by providing a vehicle for such people to earn college credit for knowledge acquired through experience or independent study. Each examination is 3 hours in length. Like other CPE's, the tests may be used to obtain college credit or to meet Regents External Degree requirements.

INTRODUCTION TO CRIMINAL JUSTICE — Credits: 3

(Administered nationwide)

The College Proficiency Examination in Introduction to Criminal Justice consists of content material typically covered in a one-semester introductory course in criminal justice, as it is offered at the associate degree and baccalaureate degree levels.

OBJECTIVES

The examination focuses upon the role of the police, the courts, and corrections. It emphasizes an historical and philosophical approach to a study of the relationships between the components of the criminal justice system. The candidate will be expected to demonstrate a basic knowledge of terminology, classifications, trends, and theories.

CONTENT

- I. Historical Development of Criminal Justice System
  - A. Ancient
  - B. Anglo-European (Peelian Reform)
  - C. American
- II. The Crime Problem
  - A. Criminal behavior: sociological, psychological, and anthropological perspectives
  - B. Analysis of the nature of crime
    - 1. Law as a social control mechanism
    - 2. Social, economic, and political implications of crime (community and victim)
    - 3. Crime measurement, quantity, and trends
- III. The Police
  - A. Types of law enforcement agencies
    - 1. Local
      - a. Municipal, town, village
      - b. County
    - 2. State
      - a. Police and highway patrol
      - b. Regulatory agencies
      - c. Public authorities
    - 3. Federal
      - a. Investigative
      - b. Regulatory
    - 4. Private
  - B. Role and functions
    - 1. Crime prevention
    - 2. Protection of life and property
    - 3. Regulation of noncriminal conduct
    - 4. Provision of community service
  - C. Organizational patterns
    - 1. The formal structure (principles of organization)
    - 2. Informal organization (human aspects)
- IV. The Courts
  - A. The judicial system
    - 1. Local
    - 2. State
    - 3. Federal
    - 4. Juvenile courts
  - B. Law of arrest
    - 1. Constitutional safeguards
    - 2. Recent court decisions
  - C. Pre-trial process
    - 1. Booking
    - 2. Preliminary arraignment
    - 3. Bail and detention
    - 4. Grand jury
  - D. Trial process
    - 1. Adversary system
    - 2. Plea bargaining
  - E. Post-trial process
    - 1. Disposition
    - 2. Appeal
- V. Corrections
  - A. Theories of punishment and rehabilitation
    - 1. Community-based programs
    - 2. Alcohol and drug programs
    - 3. Youth programs
    - 4. Recidivism
    - 5. Mental health
  - B. Correctional institutions
    - 1. Federal, state, local
    - 2. Adult, juvenile
    - 3. Male, female
  - C. Alternatives to institutionalization
    - 1. Probation
    - 2. Parole
- VI. Research Areas and Current Trends
  - A. Technological advances
  - B. Governmental commissions
  - C. Funding agencies
    - 1. Governmental
    - 2. Private
  - D. Professionalization
    - 1. Training programs
    - 2. Educational programs
    - 3. Unionization
- VII. Careers in Criminal Justice
  - A. Employment opportunities
  - B. Employment standards (physical, educational, moral)
  - C. Civilianization
  - D. Paraprofessionals

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CRIMINAL INVESTIGATION

Credits: 3

(Administered nationwide)

The College Proficiency Examination in Criminal Investigation consists of content material typically covered in a one-semester course in criminal investigation. Such a course is usually offered at the second-year level of an associate or bacclaureate degree program.

OBJECTIVES

The examination focuses upon the elements of criminal investigation. It is expected that the candidate has developed a basic understanding of investigative methods and techniques.

CONTENT

I. Historical Development of Criminal Investigation
  A. European precedents
    1. Henry Fielding
    2. John Fielding
    3. Alphonse Bertillon
  B. History of criminal investigation in America
    1. Development of private agencies
    2. Development of governmental agencies
II. The Criminal Investigator
  A. Role
    1. Preliminary or initial investigation
    2. Continuing or follow-up investigation
  B. Personal attributes
III. Elements of Investigation
  A. Obtaining information
    1. Investigator's notebook
    2. Interviewing of witnesses
    3. Interrogating of suspects
    4. Investigator's use of informants
    5. Other sources of information
  B. Recording of information
    1. Report writing
    2. Admissions, confessions, and written statements
    3. Recording interviews and interrogations
  C. Legal aspects of criminal investigation
    1. Search and seizure
    2. Rules of evidence
    3. Court decisions
  D. Crime scene
    1. Preservation and protection of crime scene
    2. Crime scene search (photographing, sketching, necessary equipment)
    3. Physical evidence (types, value, methods of identification, care and control)
    4. Specific crimes (against property, against person)
  E. Special investigative techniques
    1. Surveillance
    2. Undercover assignments
    3. Special investigations (e.g., victimless crimes, white-collar crime, organized crime)
  F. Crime laboratory
    1. Role of criminalist
    2. Technical services to the investigator
    3. Scientific evaluation of evidence
  G. Courtroom testimony
    1. Case preparation
    2. Investigator as witness

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program

CPE COMMITTEE IN CRIMINAL JUSTICE

J. Thomas Accuosti, *Hudson Valley Community College*
Peter Grimes, *Nassau Community College*
George Lankes, *Erie Community College*
Lawrence Lynch, *Onondaga Community College*
Edward Morgan, *State University College at Buffalo*
Mildred Shannon, *John Jay College of Criminal Justice of The City University of New York*

SECRETARIAL SCIENCE

The College Proficiency Examinations in Introductory Typewriting and Intermediate Typewriting are equivalent to first and second semester college courses, respectively. While the types of exercises and products required on the two examinations are similar, the level of difficulty is higher for the Intermediate examination than for the Introductory examination. *Since these tests may be administered at different times and locations than the other CPE's, a special test application will be required.* Write to the College Proficiency Examination Program Office for complete details.

Candidates for either typewriting examination are expected to bring their own dictionary, ruler, pencil, pen, erasing shield, and erasing supplies. The only acceptable methods for effective corrections are use of an eraser or chalk-back correcting paper; liquid correcting fluid and paste-on tape are not acceptable. None of the above materials will be supplied to the candidates.

INTRODUCTORY TYPEWRITING

(Administered only in New York)

Credits: 3

OBJECTIVES

Candidates will be expected to demonstrate their skill and knowledge of typing at a level associated with the first-semester college course in the subject. The examination will measure speed and accuracy in straight-copy typing and the ability to produce products which are neat, correct, and arranged in proper format. These products are unarranged letters, a tabulation, a memorandum, and a rough-draft manuscript.

CONTENT

I. Timed Writing
   Each candidate's speed and accuracy will be measured. Candidates will have two attempts to type straight copy for five minutes, and the better of the two timings will be graded. The passage to be typed has an average syllabic intensity of 1.4 words per minute.

II. Production (Maximum time is 2 hours.)
   A. Unarranged letters
      Candidates will be required to produce two letters from unarranged copy. These letters will average 125-150 words. One carbon copy will be required for each letter. Stationery, envelopes, and carbon sets will be provided.
   B. Tabulation
      Candidates will be required to produce a tabulation from a typewritten copy that is not set up correctly. The tabulation will fit on one 8½ by 11-inch page and will contain a main heading and three columns. Footnotes will not be included, and carbon copies will not be required. Bond paper will be provided.
   C. Memorandum
      Candidates will be required to produce a memorandum from typed but unarranged copy. The memorandum will be approximately 100 words long and will include an enumeration. Carbon copies will not be required. Printed memorandum forms will be provided.
   D. Rough-draft manuscript
      1. Candidates will be required to produce a finished manuscript from a typewritten rough draft, making the corrections indicated by use of the following proofreading symbols:
         a. ≡ use capital letter(s)
         b. /lc use lower case
         c. ⊏ move to left
         d. ⊐ move to right
         e. ⁀ close up horizontal space
         f. # add horizontal space
         g. ∧ insert
         h. ℘ delete
         i. ∽ transpose
         j. ¶ new paragraph
      2. The manuscript will be one page long and will include a main heading. Footnotes are not included. Carbon copies are *not* required. Bond paper will be provided.

SUGGESTED STUDY AID

A study aid may be ordered from:
College Proficiency Examination — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

INTERMEDIATE TYPEWRITING **Credits: 3**

(Administered only in New York)

The typing skills tested at the intermediate level include and build on introductory level skills. Colleges should therefore grant credit for Introductory Typewriting to individuals who successfully complete Intermediate Typewriting. Regents External Degree candidates who do not already have credit in Introductory Typewriting will be granted a total of 6 credits if they successfully complete Intermediate Typewriting.

OBJECTIVES

Candidates will be expected to demonstrate their skill and knowledge of typing at a level associated with the second-semester college course in the subject. The exam will measure speed and accuracy in straight-copy typing and measure the candidate's ability to produce products which are neat, correct, and arranged in proper format. These products are unarranged letters, a tabulation, a memorandum, and a rough-draft manuscript.

The products to be typed and standards to be applied will be comparable to those expected of college students at the end of their second typing course.

CONTENT

I. Timed Writing
   Each candidate's speed and accuracy will be measured. Candidates will have two attempts to type straight copy for five minutes, and the better of the two timings will be graded. The passage to be typed has an average syllabic intensity of 1.4 words per minute.

II. Production (Maximum time is 2 hours.)
   A. Unarranged letters
      Candidates will be required to produce two letters from unarranged copy. These letters will average 150-175 words. Based on the content of each letter, the candidates will have to include or exclude an attention line, subject line, and enclosure notation. One carbon copy will be required for each letter. Stationery, envelopes, and carbon sets will be provided.
   B. Tabulation
      Candidates will be required to produce a tabulation from a handwritten copy. The tabulation will fit on one 8½ by 11-inch page and will contain a main heading, subheading, and columnar headings. The tabulation will consist of five columns and will include footnotes. Carbon copies will *not* be required. Bond paper will be provided.
   C. Memorandum
      Candidates will be required to produce a memorandum from typed but unarranged copy. It will be approximately 125 words long and will include a tabulation. Carbon copies will *not* be required. Printed memorandum forms will be provided.
   D. Rough-draft manuscript
      1. Candidates will be required to produce a finished manuscript from a typewritten rough draft, making the corrections indicated by use of the following proofreading symbols:
         a. ≡ use capital letter(s)
         b. /lc use lower case
         c. ⊏ move to left
         d. ⊐ move to right
         e. ⁀ close up horizontal space
         f. # add horizontal space
         g. ∧ insert
         h. ℓ delete
         i. ∽ transpose
         j. ¶ new paragraph

k. stet let it stand
l. no ¶ no new paragraph
m. ∨ insert apostrophe
n. ∧ insert comma
o. ‖ align type
p. ⓢ spell out
q. ⊙ insert period
r. ⟳ run in material
s. ds double-space
t. ts triple-space

2. The manuscript will be two pages long and must be typed as sidebound or top-bound, whichever is specified. A main heading, side headings, and footnotes will be included. Carbon copies are *not* required. Bond paper will be provided.

SUGGESTED STUDY AID

A study aid may be ordered from:

College Proficiency Examination — Study Guides
New York State Education Department
99 Washington Avenue — Room 1919
Albany, New York 12230

CPE COMMITTEE IN SECRETARIAL SCIENCE

Norma Curchack, *State University of New York Agricultural and Technical College at Farmingdale*
Joyce Damery, *Tompkins-Cortland Community College*
Violet Drexler, *Borough of Manhattan Community College*
Levy Elzy, Jr., *Medgar Evers College of The City University of New York*
Claire H. Gillis, *Albany Business College*
Kazuye Takei, *Bronx Community College*

Turn to the back of this catalog to order
College Proficiency and
Regents External Degree
Study Guides

BUSINESS

REGENTS EXTERNAL DEGREE EXAMINATIONS

The Regents External Degree Examinations in business generally are used to satisfy requirements of the Regents External Degree program leading to either degree option within the Bachelor of Science (business administration) degree. However, they may be applied toward college credit or used to satisfy elective requirements for other Regents External Degrees.

The Level I examinations cover the content which is typically included in introductory-level college courses or core courses of a collegiate business program. The Level II examinations include the content which students are expected to have mastered if they have studied beyond the introductory or required level but have not satisfied their institution's requirements for a major concentration in the area. A Level III examination is designed to measure competence at a level comparable to that attained by students who have received a baccalaureate degree with a major concentration in the area being tested. Examination descriptions follow.

NOTE: All Level III business examinations are administered only in May and November of each year. All other Regents External Degree business examinations are administered in February, May, August, and November of each year.

ACCOUNTING (LEVEL I) — Credits: 6

(Administered nationwide)

OBJECTIVES

The Level I Regents External Degree Examination in Accounting is designed to test achievement equivalent to that attained in a first-year, two-semester, college-level course in accounting. The candidate will be expected to show an understanding of accounting concepts, principles, and procedures and to demonstrate the ability to use appropriate techniques in recording, analyzing, and summarizing financial data, and to interpret and report financial results.

CONTENT

I. Fundamentals of Accounting
  A. The accounting function
  B. Principles and procedures, including:
    1. The accounting cycle
    2. Transaction analysis
    3. Summarizing and reporting results
      a. Periodic adjustments
      b. The chart of accounts
      c. General ledger
      d. Special journals
      e. Subsidiary ledgers
      f. Trial balances
      g. Worksheets
      h. Financial statements
II. Valuation and Analysis of Accounts
  A. Cash and bank transactions
  B. Receivable and bad debts
  C. Inventories
  D. Fixed assets and depreciation
  E. Miscellaneous assets
  F. Payables and accrued liabilities
  G. Capital stock issuances and recording
  H. Retained earnings, income, and dividends
III. Systems, Costing, and Reporting
  A. Accounting systems and internal control
  B. Implications of electronic data processing
  C. Cost accounting concepts and types of cost systems
  D. Types of financial reports
IV. Analysis and Interpretation
  A. Break-even analysis
  B. Analysis for decision-making
  C. Analysis of financial statements
  D. Funds statements
  E. Effect of entity income taxes

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

ACCOUNTING (LEVEL II)

Credits: 9

(Administered nationwide)

OBJECTIVES

The Level II Regents External Degree Examination in Accounting is designed to test achievement in subject matter usually found in two courses in intermediate or advanced accounting and one course in cost accounting. Candidates are expected to know concepts, terminology, and have ability to apply such knowledge to the areas of intermediate financial accounting and cost accounting. The candidate will be expected to demonstrate both comprehensive and detailed knowledge of the following content areas. This is a four-hour examination.

CONTENT

- I. Theory
  - A. Income concepts
    - 1. Accrual vs. cash basis
    - 2. The matching concept
    - 3. Ordinary vs. extraordinary income
    - 4. Other topics typical of an intermediate level
  - B. Alternative valuation bases (at an intermediate level)
  - C. Measurements of assets, liabilities, and owner's equity (e.g., AICPA pronouncements)
- II. Cost Accounting
  - A. Standard cost (variances)
  - B. Questions of pricing and costing
  - C. Variable costing and absorption
  - D. Budgeting capital and operating
  - E. Cost allocation
  - F. Distribution costs
- III. Problems in Selected Accounting Topics
  - A. Dissolution and distributions
    - 1. Individual proprietorship
    - 2. Partnerships
    - 3. Corporations
  - B. Cash flow and fund statement
  - C. Analysis of financial statements
  - D. Revenue recognition
  - E. Nonprofit organization
  - F. Bank reconciliation
  - G. Valuation problems: securities, inventory, assets, depreciation, amortization, etc.

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

ACCOUNTING (LEVEL III)* Credits: 12

(Administered nationwide)

OBJECTIVES

Three separate examinations have been developed to cover the major areas of concentration for the Accounting Level III requirement. All three examinations must be completed successfully to satisfy the Accounting Level III examination. Each is a three-hour examination (total: nine hours). They may be taken in any order, during the same or different test administrations.

The Level III Regents External Degree Examinations in Accounting are designed to test achievement in subject matter equivalent to that covered in a baccalaureate business program in accounting. The examinations demand a sophisticated, in-depth approach to questions involving the interpretation and integration of data as well as supportive and critical argumentation.

The coverage in the Level III examinations includes the subjects of theory and practice in greater depth of theory and greater intensity of practice than those covered in the Level II examination. These examinations also include the special subject areas specified hereafter:

Accounting Level III — Area I
(Business Law and Federal Income Taxation)

CONTENT

- I. Business Law
  - A. Commercial paper
  - B. Business organizations
  - C. Suretyship
  - D. Wills, trust, estates
  - E. Property
  - F. Bankruptcy
  - G. Securities law
  - H. Secured transactions
  - I. Contracts
  - J. Antitrust legislation
  - K. Truth in Lending Act
  - L. Sales
  - M. Accountant's responsibility (including ramifications of environmental law)
  - N. Insurance
  - O. Employer-employee relationships (labor legislation)
- II. Federal Income Taxation — taxable income, deductions, exemptions, and income tax will be considered for the following:
  - A. The individual taxpayer
  - B. Corporations, including subchapter S corporations and simple reorganizations
  - C. Partnerships

Accounting Level III — Area II
(Auditing and Cost Analysis)

CONTENT

- I. Auditing
  - A. Generally accepted auditing standards
  - B. Audit programs and procedures
    - 1. Evaluation of internal control
    - 2. Data processing, computer systems, statistical and mathematical techniques
    - 3. Evidence
  - C. Auditor's report
  - D. Professional ethics and responsibility
- II. Cost Analysis
  - A. Cost accounting
    - 1. Standard cost (variance)
    - 2. Question of pricing and costing
    - 3. Variable costing and absorption
    - 4. Budgeting: capital and operating
    - 5. Cost allocation
    - 6. Distribution costs
  - B. Responsibility accounting vs. cost allocations
  - C. Application of quantitative methods to cost analysis
  - D. Capital budgeting; return on investment
  - E. Product, period, imputed costs
  - F. Special costing analysis, joint costs, waste and spoilage, distribution costs

---

*The Level III Accounting examinations are administered only in May and November of each year.

Accounting Level III — Area III
(Advanced Theory, Practice, and Special Topics)

CONTENT

- I. Accounting Theory and Valuation
  - A. Objectives of financial statements
  - B. Underlying concepts and assumptions
  - C. Income concepts
  - D. Valuation bases and methods
  - E. Alternative revenue recognition bases
    - 1. Sales
    - 2. Cash collections: installment sales
    - 3. Production earnings
    - 4. Long-term construction contracts
- II. Business Enterprise Reporting (Corporate; Going Concerns)
  - A. Historical cost-based financial statements (single entity; annual reporting)
    - 1. Statement of financial position
      - a. Form, classifications, content
      - b. Individual items: recognition; measurement; reporting
    - 2. Statement of income and retained earnings
      - a. Operating items; recognition; measurement; reporting
    - 3. Statement of changes in financial position
      - a. Form, classifications, content
      - b. Alternative "funds" concept
      - c. Individual items: sources and uses
    - 4. Additional elements of disclosure
      - a. Accounting changes
      - b. Comparative statements
      - c. Earnings per share
      - d. Forecasts
      - e. Foreign currency translation
      - f. Income tax allocation
      - g. Investment tax credit
      - h. Segment reporting
  - B. Historical cost-based financial statements (single entity; interim reporting)
    - 1. Alternative concepts
    - 2. Reporting of specific items per GAAP
  - C. Accounting for multiple entities
    - 1. Branches; departments
    - 2. Business combinations
      - a. Purchase
      - b. Pooling of interests
    - 3. Consolidated statements
      - a. Consolidation policies
      - b. Intercompany transactions
      - c. Minority interest measurement
    - 4. Multinational firms; foreign subsidiaries
  - D. Alternatives to historical cost-based financial statements
    - 1. General price-level adjusted statements
      - a. Monetary and nonmonetary classifications
      - b. Monetary item gain or loss
      - c. Nonmonetary adjustments
    - 2. Replacement cost (current value)-based statements
      - a. Integrated set of adjusted financial statements
      - b. Presentation of specified adjusted individual items
  - E. Analysis of financial statements
- III. Business Enterprise Reporting (Corporate; Non-Going Concerns)
  - A. Arrangements
  - B. Bankruptcy
  - C. Reorganizations under the security acts
  - D. Liquidation
    - 1. Statement of affairs
    - 2. Statement of realization and liquidation
- IV. Business Enterprise Reportment(Non-Corporate)
  - A. Partnership form
    - 1. Formation and changes in ownership
    - 2. Income determination and allocation
    - 3. Liquidation
  - B. Sole proprietorship
- V. Non-Business Enterprise Entities
  - A. Estates and trusts
    - 1. Executor and trustee accounts
    - 2. Principal vs. income determinations
    - 3. Charge and discharge statements
  - B. Governmental units
    - 1. Funds and accounts
    - 2. Budgetary accounts
    - 3. Fund reporting
  - C. Not-for-profit organizations
    - 1. Funds and accounts
    - 2. Budgetary accounts
    - 3. Fund reporting
  - D. Personal financial statements
    - 1. Statements
    - 2. Bases of valuation
    - 3. Items included; income tax impact

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN ACCOUNTING

Donald Bourque, *State University of New York at Albany*
Frank Fernandez, *LeMoyne College*
Susan Hamlen, *State University of New York at Buffalo*
Bertrand Horwitz, *State University of New York at Binghamton*
Frank W. Kolmin, *State University of New York at Albany*
Neale Kurlander, *Adelphi University*
James S. Schindler, *State University of New York at Buffalo*
Philip Wolitzer, *Long Island University*

FINANCE (LEVEL I)

(Administered nationwide)

Credits: 9

OBJECTIVES

The Level I Regents External Degree Examination in Finance is designed to measure knowledge of the areas of corporation finance and money and banking. The content of the examination is comparable in scope and degree of sophistication to the content of a sequence of introductory-level college courses. In each area, the examination tests for a knowledge of facts and terminology and understanding of basic concepts and, when appropriate, an ability to obtain quantitative solutions to problems. Questions on money and banking require an analytical as well as a descriptive knowledge of the area, and questions in both areas assume an understanding of the principles of macroeconomics and microeconomics.

CONTENT

- I. Money and Banking
  - A. Money and credit
    - 1. The role of money
    - 2. Current monetary system of U.S.
      - a. Money supply: currency and deposits
      - b. Gold standard and gold exchange standard
    - 3. Credit and credit instruments
      - a. Three C's of credit: character, capacity, collateral
      - b. Classification of credit
      - c. Credit instruments
  - B. Financial institutions
    - 1. Types of institutions and their functions
    - 2. Monetary vs. nonmonetary institutions
    - 3. Role of financial institutions in the credit markets
  - C. Credit creation and control
    - 1. Federal Reserve System
    - 2. Process of deposit creation and the role of bank reserves
    - 3. Instruments used to control deposit creation
      - a. Open market operations
      - b. Changes in the reserve requirement
      - c. Changes in the rediscount rate
  - D. Monetary theory
    - 1. Quantity theory of money
    - 2. Interest rate determination
      - a. Liquidity preference theory
      - b. Loanable funds theory
      - c. Yield curves
  - E. Elements of international finance
    - 1. Balance of payments
    - 2. International Monetary Fund
    - 3. Exchange rates
- II. Corporation Finance
  - A. Functions and concepts of financial management
    - 1. Object of financial management: risk vs. profitability
    - 2. Functions: planning, control, budgeting
    - 3. Measurement of risk
      - a. Financial risk
      - b. Operation risk
      - c. Relationship between leverage and risk
  - B. Tools of analysis
    - 1. Equalization of marginal revenue to marginal cost
    - 2. Ratio analysis
      - a. Measurement of profitability
      - b. Measurement of efficiency
      - c. Measurement of liquidity and solvency
    - 3. Sources and uses of funds
    - 4. Pro forma statements
  - C. Management of assets (CONCEPTS, NOT FORMAL MATHEMATICAL MODELS)
    - 1. Cash management
    - 2. Accounts receivable
    - 3. Inventory management
    - 4. Working capital management

5. Fixed assets management (replacement, depreciation)
D. Management of liabilities (CONCEPTS ONLY)
1. Short-term liabilities (trade credit vs. credit from financial institutions)
2. Intermediate liabilities (lease liabilities)
3. Long-term liabilities (types of debt instruments and their provisions)
E. Equity capital
1. Preferred stocks
2. Common stocks
F. Present value and capital budgeting
1. Marginal efficiency of capital
2. Present value computations
3. Different capital budgeting methods
a. Pay back period
b. Average rate of returns
c. Net present value method
d. Internal rate of return
G. Cost of capital
1. Cost of debt capital
2. Cost of preferred stock
3. Cost of equity capital (common stocks, internally generated equity)
4. Average cost of capital

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

FINANCE (LEVEL II)

(Administered nationwide)

Credits: 9

OBJECTIVES

The Level II Regents External Degree Examination in Finance is designed to measure knowledge of the following areas: advanced corporation finance, security analysis and portfolio management, and financial institutions and markets. The examination contains material which is usually covered by two or three undergraduate finance courses beyond the introductory level. It will test for knowledge and application of factual material, and for the ability to integrate facts and concepts in responding to a given situation. The candidate will be expected to solve computational problems and to analyze case studies, and be aware of the variables operating within a situation. This is a four-hour examination.

CONTENT

I. Advanced Corporation Finance
A. Capital budgeting
1. Comparison of the four basic methods using various criteria
2. Capital budgeting under conditions of uncertainty
3. Capital rationing and the profitability index
B. Cost of capital
1. Different models to explain cost of capital (net income, net operating income, traditional)
2. Comparison of the different approaches to cost of capital
C. Valuation of financing instruments
1. Different concepts of value
2. Valuation of preferred stock
3. Valuation of common stock
4. Valuation of bonds
5. Valuation of hybrid securities
D. Working capital management
II. Security Analysis and Portfolio Management
A. Objectives of security analysis and portfolio management
1. Risk vs. return: types of risk and return
2. Concepts of individual investment requirements and objectives
B. Security analysis
1. Present value
2. Forecasting processes (indicators, regression analysis, time series analysis)
3. Analysis of accounting procedures and reports
4. Evaluation of debt securities (types of issues, characteristics of the issues)

    5. Evaluation of stocks (types of issuers, characteristics of the issues, risks, and return assessment)
  C. Security markets
    1. Primary markets
    2. Secondary markets
    3. Investment banking
  D. Portfolio management
    1. The nature of investors' requirements
    2. Principle of diversification
    3. Investment policy of financial institutions
    4. The capital asset pricing model
III. Financial Institutions and Markets
  A. Role of financial institutions and markets in the economy
    1. Credit creation: supply
    2. Credit allocation: demand
    3. Institutionalization of savings
  B. Management of assets and liabilities of financial institutions
    1. Liquidity management (reasons for differences in rates; e.g., risk, service cost, maturity)
    2. Management of other assets, including loans and investments
    3. Nature of liabilities and their management by different financial institutions
  C. Money and capital markets and interest rate determination
    1. Operations of money and capital markets
    2. Pure interest rate and its determinants
      a. Flow of savings
      b. Investment demand
      c. Government fiscal policy
      d. Liquidity preference
    3. Structure of interest rates

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

FINANCE (LEVEL III)* **Credits: 12**

(Administered nationwide)

OBJECTIVES

The Level III Regents External Degree Examination in Finance is designed to measure a candidate's knowledge of finance at a depth and level of sophistication expected of an individual who has earned a baccalaureate degree with a major concentration in this field. The candidate will be expected to demonstrate a broad understanding of the principles of finance and of the interrelatedness of the separate areas of finance. He or she will be expected to discuss controversial issues in a manner which demonstrates knowledge of various viewpoints and an awareness of the strengths and weaknesses of each. The candidate should be able to apply analytic tools and measures of financial performance, and will be expected to discuss the advantages and disadvantages of alternative solutions to current financial problems. This is a seven-hour examination.

CONTENT

I. Advanced Corporation Finance — The candidate must demonstrate a thorough knowledge of existing theories and practices in the area of financial management.
  A. The objectives of financial decisions:
    1. Maximizing stockholders' wealth
    2. Other goals: social, managerial, etc.
  B. Investment decisions
    1. Management of current assets
      a. Cash
      b. Inventory
      c. Accounts receivable
    2. Management of fixed assets
      a. Criteria in capital budgeting decisions
        (1) The deterministic cash flows
        (2) The risky cash flows
          (a) The certainty equivalent approach

---

*The Finance (Level III) examination is administered only in May and November of each year.

- (b) The risk-adjusted discounted-rate approach
- (c) The decision-tree approach
- (d) The portfolio risk approach
- b. The determination of hurdle rates
- c. Capital budgeting under rationing
- C. Value, cost, and capital structure
  - 1. Valuation of common shares
    - a. The no-growth model
    - b. The constant rate of growth model
    - c. The Gordon Model
    - d. The Walter Model
    - e. The effect of dividend policy
  - 2. Cost of capital
    - a. Measuring the cost of the components of capital
    - b. Measuring the average cost of capital
  - 3. The relationship of value, cost, and capital structure
    - a. The net income approach
    - b. The net operating income approach
    - c. The traditional theory
    - d. The Modigliani-Miller Theory
  - 4. Hybrid security models
    - a. Options and warrants
    - b. Convertible bonds
  - 5. Lease financing
- D. Financial planning and analysis
  - 1. Short- and long-term financial planning
  - 2. Static analysis
    - a. Ratio analysis
    - b. Flow of funds analysis
    - c. Break-even analysis
      - (1) Operating leverage
      - (2) Financial leverage
    - d. Dynamic analysis
      - (1) Linear programming
      - (2) Dynamic programming
- E. Selected topics
  - 1. Mergers and requisitions
  - 2. Holding companies
  - 3. Financial reorganization

II. Financial Institutions and Markets — The candidate is expected to demonstrate an ability to use his knowledge in analyzing practical, real situation problems, and to make suggestions for realistic solutions or methods of improvement.

- A. Management of assets and liabilities of financial institutions
  - 1. Types of institutions: commercial banks, life insurance companies, savings banks, savings and loan associations, pension funds, investment banks, brokerage houses, credit unions, mutual funds
  - 2. Sources and uses of funds of specific financial institutions
  - 3. The business environment and asset-liability management of financial institutions
- B. Money and capital markets and interest rate determination
  - 1. Changing structure of money and capital markets in the U.S.: role importance of specific financial institutions
  - 2. Interest rate determination
    - a. Alternative theories
    - b. Imperfections and influence on competition
  - 3. Interest rate structure and efficiency of financial market operations: the influence of government regulations and open-market operations
- C. International aspects of financial markets
  - 1. International role of the major financial markets
  - 2. Eurocurrency market
  - 3. Foreign bonds and Eurobonds
- D. Government regulation of institutions and securities markets
  - 1. Regulation of new issues
  - 2. Regulation of secondary trading
  - 3. Regulation of financial institutions and stock exchanges

III. Security Analysis and Portfolio Management (The candidate is required to demonstrate an understanding of theoretical issues as well as technical tools and means of analysis. He or she should possess an understanding of the organization of the market, the types of assets traded in the market, the institutions and/or individuals operating in the market and the interrelationships between these. The candidate should be familiar with the impact of government on the market and its repercussions on the means of analysis. He or she should be familiar with theories and models of portfolio management.)

- A. Objectives of security analysis and portfolio management
  - 1. Organization of the money and capital markets
  - 2. The basic relationship between return and risk
  - 3. The need for security analysis
  - 4. Investment behavior vs. speculative behavior
  - 5. Objectives of investment portfolios
  - 6. Management of investment portfolios
  - 7. The dimension of time
- B. Tools of security analysis
  - 1. The analysis of financial statements
  - 2. Flow of funds analysis
  - 3. Ratio analysis
  - 4. Projection and forecasting: growth of earnings and dividends
  - 5. Input-output analysis
  - 6. Analysis of stock price movements
  - 7. Life cycle analysis
  - 8. Business cycle analysis
  - 9. Leading and lagging indicators
  - 10. Monetary indicators
  - 11. The impact of government: fiscal and monetary policy

C. Types of securities
  1. Fixed income securities
    a. The term structure of interest rates
    b. Maturity
    c. Quality ratings
    d. Risks associated with fixed income securities: inflationary risk, price risk, call risk, default risk
    e. Valuation of fixed income securities
  2. Hybrid securities
    a. Convertible bonds and convertible preferred stock
    b. Warrants and options
    c. Contracts and futures
    d. Valuation of hybrid securities
    e. Income determination with complex capital structures: primary and fully diluted earnings per share
  3. Common stocks
    a. Valuation models of common stock
    b. Capital appreciation vs. dividend yields
    c. Technical analysis
    d. Filter rules
    e. Random walk vs. intrinsic value
    f. The security market line
  4. Security markets
    a. Major stock exchanges
    b. Dealer, broker, specialist
    c. The investment banker
    d. The institutional investors
    e. Efficient market hypotheses: weak form, semi-strong form, strong form
    f. The security market line
  5. Portfolio management
    a. The expected utility maxim vs. risk-return efficiency
    b. The mathematics of diversification
    c. The Markowitz-Sharpe portfolio model
    d. Multi-index models
    e. Ways and means of diversification: traditional, random, and efficient
    f. The capital asset pricing model
    g. Security and portfolio performance evaluation

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN FINANCE

Alan Frankle, *State University of New York at Albany*
Richard Kolodny, *State University of New York at Binghamton*
Francis A. Lees, *St. John's University*
Frank McMullen, *American Institute of Banking*
John J. Meehan, *State University of New York at Albany*

MANAGEMENT OF HUMAN RESOURCES (LEVEL I) **Credits: 6**

(Administered nationwide)

OBJECTIVES

The Level I Regents External Degree Examination in Management of Human Resources is designed to measure knowledge of individual and group behavior, organization dynamics, the functions of management, and the development of management thought. The content of the examination is comparable in scope and degree of sophistication to the content of a two-semester, introductory-level sequence of college courses. The examination content is concerned with the study of human relations and not with a description of various personnel functions. The examination tests for a knowledge of facts and terminology and an understanding of concepts and theories which are basic to the study of human relations.

CONTENT

- I. Development of Management Thought
  - A. The scientific management movements (Taylor, Fayol, etc.)
  - B. The Human Relations School (Mayo, Follet, Roethlesburger, Dixon)
  - C. Labor union movement (1840-1947)
  - D. Integrative movement (Barnard, Simon, Drucker)
  - E. Participative movement (McGregor, Likert)
  - F. Systems approach (Johnson, Kast, Rosenzweig, Seiler, Carzo, Yanouzas)
- II. Functions of Management — The Manager's Job and the Process of Management
  - A. Planning (goals, objectives, policies)
  - B. Directing (delegating)
  - C. Organizing (structure, types, purpose)
  - D. Staffing (personnel administration)
  - E. Controlling (budgeting)
  - F. Decision-making
  - G. Coordinating and communicating
  - H. Evaluating
- III. Individual and Group Behavior
  - A. Leadership
    - 1. History
    - 2. Styles
    - 3. Role and behavior
  - B. Work group
    - 1. Formal organization
    - 2. Informal organization
  - C. Motivation
    - 1. The theories of motivation (McGregor X-Y, Maslow, Herzberg, etc.)
    - 2. The effects of motivation on:
      - a. Effort
      - b. Work
      - c. Productivity
      - d. Morale
  - D. Conflict and agreement
    - 1. Influence
    - 2. Affiliation
    - 3. Status and role perception
    - 4. Labor unions and collective bargaining
  - E. Communications and communication systems
    - 1. Attitudes
    - 2. Feedback
    - 3. Formal communication
    - 4. Interviewing
    - 5. Listening
    - 6. Media (means)
    - 7. Perception
    - 8. Rumors and grapevine
    - 9. Understanding
  - F. The individual and the organization
    - 1. Creativity versus the organizational man
    - 2. Goals
    - 3. Managerial grid
    - 4. Need satisfaction
    - 5. Perception
    - 6. Status
    - 7. T-groups
  - G. Training, manpower planning, and management development
    - 1. Skill training
    - 2. Supervisory development
    - 3. Managerial development
    - 4. Job design
    - 5. Job enlargement
    - 6. Job enrichment
    - 7. Job evaluation
    - 8. Promotion
    - 9. Seniority
    - 10. Transfer
    - 11. Incentives
    - 12. Career traits
    - 13. Salary administration
    - 14. Methods improvement
    - 15. Work measurement
- IV. Organization Dynamics
  - A. Authority and responsibility
  - B. Span of control
  - C. Unity of command
  - D. Chain of command
  - E. Organization design and structure
  - F. Line and staff
  - G. Delegation
  - H. Centralization and decentralization
  - I. Organizational change
    - 1. Environment
    - 2. Internal and external
  - J. Organizational types
    - 1. Geographic
    - 2. Matrix
    - 3. Product
    - 4. Project
  - K. Organizational goals
    - 1. Individual goals
    - 2. Societal goals
    - 3. Board of directors
    - 4. The public

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

MANAGEMENT OF HUMAN RESOURCES (LEVEL II) **Credits: 9**

(Administered nationwide)

OBJECTIVES

The Level II Regents External Degree Examination in Management of Human Resources is designed to measure knowledge of the following areas: management theories as they relate to management practice; the functions of management; individual and group behavior; organizational dynamics; and the general area of personnel administration and labor relations. The examination contains material which is typically covered in such courses as: Management and Organization Analysis, Group Behavior, Personnel Administration, Industrial Relations, Behavioral Science in Administration, and other similar undergraduate courses. The examination will test for a *comprehensive* knowledge and understanding of factual material and its application, and for the ability to analyze business situations in relation to the various topics covered in the examination. This is a four-hour examination.

CONTENT

- I. Individual and Group Behavior; Personnel Development and Administration
  - A. Leadership theories and practice
  - B. Management styles
  - C. The work group — formal and informal
  - D. Motivation theories and applications
  - E. Learning and problem-solving
  - F. Conflict, agreement, and conflict resolution
  - G. Communications and communication systems
  - H. The individual and the organization
  - I. Training, human resource planning, and management development
  - J. Career development and planning
  - K. Wage and salary administration and compensation systems
  - L. Job analysis, job design, job enrichment, job enlargement, and job satisfaction
  - M. Performance appraisal
  - N. Equal employment opportunity: issues and compliance
- II. Organization Dynamics
  - A. Organizational design and structure
  - B. Organizational types
  - C. Organizational change and development
  - D. Organizational environment — internal and external
  - E. Technology
  - F. Objectives and goal-setting
  - G. Organizational effectiveness
  - H. Policy formulation
  - I. Authority and responsibility
  - J. Span of control, unity of command, chain of command, and delegation
  - K. Decision-making
  - L. Centralization and decentralization
  - M. Planning and control systems
  - N. Informal organization
- III. Labor Relations and Unions
  - A. History and philosophy of the labor movement in America
  - B. Labor legislation
  - C. Economic and societal impact of unions
  - D. Collective bargaining
  - E. Union, government, and business relations
  - F. Trends in unionism

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

MANAGEMENT OF HUMAN RESOURCES (LEVEL III)* Credits: 12

(Administered nationwide)

OBJECTIVES

The Level III Regents External Degree Examination in Management of Human Resources is designed to measure knowledge of the following areas: evolution of management thought, functions of management, individual and group behavior, organization theory, and organization dynamics.

The examination is application-oriented and builds on the knowledge accumulated for the Levels I and II examinations in Management of Human Resources, and for the Business Environment and Strategy Examination. It will consist of essay questions, a complex business case study, and a case incident.

The Level III examination candidate should have the preparation comparable to a college senior in an undergraduate business school who has majored in Management of Human Resources and also completed supporting courses in related business areas. The candidate should have a knowledge of the content found in such courses as Advanced Behavioral Science, Small Group Behavior, Organization Theory, Personnel Administration, Manpower Management, Management Theory and Practice, Managerial Decision-Making, and similar courses.

The candidate should demonstrate a sophisticated approach to the subject matter and to current business problems. Persons taking the examination should be able to define a business problem and to view it within the totality of managing an organization. The ability to apply content knowledge to specific situations and to deal with complex business cases is necessary for successful performance on this examination. Analysis of various theories and different points of view, along with judgments supporting the analyses with relevant material presented in a clear and logical manner, is also a necessary requisite for the examination.

The major subject areas covered on the examination are listed below. Each candidate should be familiar with all of the topics listed under each major area. The examination is intended to be comprehensive, covering a broad range of subject matter in the area of Management of Human Resources. This is a seven-hour examination.

I. Evolution of Management Thought
  A. Development and evolution of each of these management movements (schools of thought)
    1. The human relations movement
    2. The scientific management movement
    3. Labor union movement
    4. Participative concepts
    5. Systems approach
    6. Contingency and situational approaches
  B. Comparative analysis of management movements
  C. The effect of management movements on current management thinking: to what extent managerial theories apply to situations today
  D. Contributions of management movements
  E. Criticisms of individual management movements
II. Functions of Management
  A. Planning
  B. Directing
  C. Controlling
  D. Organizing
  E. Staffing
  F. Decision-making
  G. Coordination
  H. Communication
  I. Evaluation
III. Individual and Group Behavior
  A. Description of different behavioral theories and how these theories relate to productivity and management
  B. Comparative analysis of theories of motivation
  C. Leadership and leadership style

---

*The Management of Human Resources (Level III) examination is administered only in May and November of each year.

- D. Work group behavior
- E. Conflict, consensus, and cooperation
- F. Communications and communication systems
- G. The individual and the organization
- H. Training, manpower planning, and management development
- J. Personnel administration, including recruiting, selection, placement, compensation systems, job design, job analysis, job description, and pertinent legislation

IV. Organization Dynamics

- A. Knowledge of organization dynamics
    1. Authority, responsibility, and power
    2. Span of control
    3. Unity of command
    4. Chain of command
    5. Organization design and structure
    6. Line and staff
    7. Delegation
    8. Centralization and decentralization
    9. Formalization and standardization
    10. Organizational change
    11. Organizational climate
    12. Organizational types
    13. Organizational goals
    14. Organizational effectiveness
    15. Structure and technology
    16. Structural alternatives
- B. Interrelationship with functions of management
- C. Application to current business problems
- D. Organizational development
    1. Diagnosis
    2. Specific training strategies: achievement training, managerial grid, management by objectives, sensitivity training
    3. Confrontation meeting
    4. Third-party intervention
    5. Internal vs. external consultants
    6. Evaluation and feedback
- E. Organizational environment
    1. Characteristics of environments (e.g., stable vs. dynamic; placid vs. turbulent)
    2. Interrelationship between environment and structure
    3. Monitoring the environment
    4. Interorganizational relations

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN MANAGEMENT OF HUMAN RESOURCES

Kathryn M. Bartol, *Syracuse University*
William M. Berliner, *New York University*
Leslie Kanuk, *Bernard M. Baruch College of The City University of New York*
Harold Lazarus, *Hofstra University*
Janice Beyer Trice, *State University of New York at Buffalo*

MARKETING (LEVEL I) **Credits: 3**

(Administered nationwide)

OBJECTIVES

The Level I Regents External Degree Examination in Marketing is designed to measure knowledge of the principles of marketing. The content of the examination is comparable in scope and degree of sophistication to the content of a one-semester, introductory-level college course. The examination content is concerned with marketing principles and not salesmanship or advertising, and the examination tests for a knowledge of facts and terminology and an understanding of basic concepts and fundamental principles.

CONTENT

I. The Role of Marketing in the Economy
  A. Definition of marketing
  B. Distinction between goods and services
  C. An economic view
    1. Buyer-seller exchange
    2. Price/cost of marketing
    3. Economic forms of utility
II. Marketing Management and the Marketing Concept
  A. Role of management and marketing management
  B. Functions of marketing management
    1. Setting goals (company vs. personal goals)
    2. Planning strategy and devising tactics
    3. Control and feedback
    4. Coordination of manpower
    5. Delegation of authority
    6. Performance appraisal
  C. Marketing concept
    1. Historical development
    2. Definition
    3. Effect on organization and philosophy of the company
III. Consumer and Industrial Markets
  A. Consumer behavior
    1. Quantitative (i.e., demographics of the consumer market)
    2. Qualitative (i.e., interdisciplinary models of behavior)
  B. Market segmentation
    1. Definition
    2. Implementation
    3. Demographic vs. psychological
  C. Contrast between consumer and industrial markets (i.e., derived demand, etc.)
IV. Analysis of Markets
  A. Market research
  B. Forecasting
V. Products
  A. New product planning (i.e., product life cycle, etc.)
  B. Product strategy (i.e., branding, etc.)
  C. Packaging
  D. Legal restraints
VI. Pricing
  A. Pricing objectives and strategy
  B. Pricing techniques
    1. Cost and competitive demands
    2. Geographical pricing
    3. Examples of other pricing procedures
  C. Discounting
    1. Terms
    2. Pricing arithmetic
  D. Break-even analysis
  E. Legal restraints
VII. Promotion
  A. Goals
  B. Advertising
    1. Media
    2. Types of appeal (i.e., rational, emotional)
  C. Sales promotion techniques
    1. Premiums
    2. Point of purchase
    3. Special offers
    4. Trading stamps
  D. Personal selling
    1. Organization
    2. Types (i.e., detail men, missionary men)
  E. Legal restraints
VII. Physical Distribution
  A. Channels
    1. Retailing
    2. Wholesaling
  B. Logistics
  C. Legal restraints
IX. Legal and Social Issues
  A. Consumerism and marketing ethics
  B. National level (i.e., anti-trust, regulatory agencies)
  C. State and local level (i.e., resale price maintenance, local ordinances)
  D. Social responsibility

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

MARKETING (LEVEL II) Credits: 9

(Administered nationwide)

OBJECTIVES

The Level II Regents External Degree Examination in Marketing is designed to test the candidate's ability to incorporate situational content in responding to well-defined questions rather than dealing exclusively with factual material. The candidate will be required to demonstrate a level of competence equal to that of a student who has successfully completed a *minor* in marketing. The examination, a four-hour test, will include questions from the following content areas:

CONTENT

- I. Marketing Research
  - A. Defining the problem
  - B. Data sources
  - C. Sampling
  - D. Data collection
  - E. Analysis of data
- II. Consumer Behavior
  - A. Personal dimensions
    - 1. Motivation
    - 2. Perception
    - 3. Learning
    - 4. Attitudes
    - 5. Personality
  - B. Social-cultural dimensions
    - 1. Reference group and informal influence
    - 2. The family
    - 3. Social class
    - 4. Culture, subculture, cross-culture
    - 5. Adoption/diffusion theory
- III. Marketing Communications
  - A. The role of communication
  - B. Advertising
    - 1. Determining objectives
    - 2. Organization of advertising: firm's and ad agency's
    - 3. Budget determination and allocation
    - 4. Media selection
    - 5. The message
    - 6. Evaluation and effectiveness
    - 7. Sales promotion
  - C. Personal selling
    - 1. Organizing the sales force
    - 2. Motivating the salesman
    - 3. Setting goals
    - 4. Measuring performance
    - 5. Search procedures
- III. Distribution
  - A. Channel policy
    - 1. Strategies
    - 2. Channel leadership
    - 3. Contrasting goals of manufacturers, wholesalers, and retailers
    - 4. Buying policies
    - 5. Channel incentives and promotion
    - 6. Trends in channels
  - B. Logistics

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

MARKETING (LEVEL III)*

(Administered nationwide)

Credits: 12

OBJECTIVES AND CONTENT

The Level III examination in Marketing is *policy-directed;* it covers and *integrates* all aspects of managerial marketing. The marketing manager in a modern society operates within a system comprised of goals, marketing strategy and tactics, uncontrollable factors (e.g., competition, legal and social restrictions, the economy, technology), and the management process. These are the aspects of managerial marketing which candidates must integrate in their responses to questions and case studies presdented on the Level III examination in Marketing.

Marketing has evolved from a stage where marketing was synonymous with selling or distribution to a philosophy in which marketing starts with the determination of consumer wants and needs and ends with the satisfaction of these wants and needs. This transition not only makes the role of the marketing manager more important, but also broadens the areas of marketing's involvement. Areas such as product-planning, marketing research, and research and development take on a new and critical role given this broadened perspective.

---

*The Marketing (Level III) examination is administered only in May and November of each year.

Given the consumer as the focal point of modern marketing management, an analysis of the market is a prerequisite to strategy determination. The market, whether industrial or consumer, must be studied with regard to its characteristics: economic, cultural, psychological, and social. For example, realization that different segments of the market have different psychological characteristics may lead to the conclusion to appeal to a specific segment rather than to the total market. Secondly, the market appeals must be based upon an analysis of markets; otherwise, the wrong market may be attracted.

Marketing strategy and tactics are based upon a combination of product, pricing, promotion, and physical distribution variables subject to social and legal restraints. Thus, areas encompassed within marketing management include: new-product planning, product policy, pricing and the law, advertising, personal selling, inventory management, and retailing.

The Level III examination consists of objective essay questions, incidents, and a case study. It is expected that a candidate's response to each marketing situation presented will demonstrate an appreciation of the complex interrelationships among the factors described above and an awareness of the impact of a marketing manager's decisions on each factor.

An objective essay is directed toward concepts. The candidate may be required to define a concept, contrast two different but related concepts, or apply a concept to arrive at a solution to a specific problem.

An incident is directed toward the solution of a problem involving only one aspect of managerial marketing. The candidate is expected to suggest an action to resolve a problem and to justify that course of action.

A case study presents a problem involving a complex set of data and several aspects of managerial marketing. The candidate is expected to propose alternative solutions to the problem, discussing the strengths and weaknesses of each suggested solution, and justify the selection of one of the alternatives to resolve the problem. The solutions are expected to demonstrate a management strategy approach to the resolution of the problem; they should lead to the implementation of a policy or operational strategy.

This is a seven-hour examination.

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN MARKETING

Barry Berman, *Hofstra University*
Richard Evans, *Syracuse University*
David J. Rachman, *Bernard M. Baruch College of The City University of New York*
Brian Ratchford, *State University of New York at Buffalo*
Alan Sawyer, *Ohio State University*
Leon Schiffman, *Bernard M. Baruch College of The City of University of New York*

OPERATIONS MANAGEMENT (LEVEL I) **Credits: 9**

(Administered nationwide)

OBJECTIVES

The Level I Regents External Degree Examination in Operations Management is designed to measure knowledge in the areas of production management and management science. Included on the examination are questions involving production management and an elementary understanding of vectors and matrices, integral and differential calculus, and descriptive and inferential statistics. The content of the examination is comparable in degree of sophistication to the content of several introductory-level college courses. The examination tests for a knowledge of facts and terminology, an understanding of fundamental concepts, and an ability to obtain quantitative solutions to a variety of problems.

CONTENT

I. Statistics
  A. Correlation
    1. Range of the correlation coefficient
    2. Interpretation of the correlation coefficient
    3. Computation of the correlation coefficient
  B. Regression
    1. Independent vs. dependent variables
    2. Distinction among the various types (e.g., linear, curvilinear, multiple)
    3. Slope of regression line
  C. Analysis of variance
    1. Differentiation between the within and the between variation
    2. Interaction effect
    3. Interpretation of the F statistic
    4. Meaning of degrees of freedom
  D. Probability
    1. Definition of terms
    2. Calculations involving different probability concepts (e.g., marginal, joint)
    3. Set theory
    4. Calculations involving random variables (e.g., expected value)
  E. Distributions
    1. Frequency distributions vs. probability distributions
    2. Normal distribution
    3. Binomial
    4. Exponential and Poisson distributions
  F. Hypothesis testing
    1. Null vs. alternative hypothesis
    2. One vs. two-tailed tests
    3. Specific test procedures
  G. Non-parametric procedures
    1. Situations where non-parametric procedures apply
    2. Specific non-parametric tests (e.g., chi-square)
  H. Bayesian Analysis
    1. Basic terminology
    2. Computations
II. Mathematics
  A. Linear algebra
    1. Vectors
    2. Matrices
    3. Determinants
    4. Simultaneous equations
  B. Calculus
    1. Calculations involving differential calculus
    2. Calculations involving integral calculus
    3. Difference equations
    4. Lagrange's multiplier
III. Operations Management
  A. Production system design
    1. Layout
    2. Material handling
    3. Human factors
    4. Methods analysis
    5. Work measurement
    6. Wage systems (time-based vs. output-based incentives)
    7. Job evaluation systems
    8. Computers and automation
  B. Forecasting
    1. Purposes and understanding of forecasting requirements
    2. Recognition and application of the following techniques
      a. Least squares regression
      b. Use of various averages
      c. Exponential smoothing
      d. Seasonality techniques
      e. Indices
      f. Learning curves
      g. Subjective techniques
  C. Scheduling techniques
    1. Interpretation of Gantt charts, milestone charts, etc.
    2. PERT and CPM charts
    3. Linear programming
  D. Quality control
    1. Concepts underlying each of the following
      a. Mean charts
      b. Range charts
      c. P-charts (proportion defective)
      d. C-charts
      e. Acceptance sampling charts

      2. Interpretation of the above
   E. Inventory management
      1. EOQ equation or chart (deterministic variables only)
      2. Reorder point (deterministic variables only)
      3. Probability concepts applied to uncertainties associated with EOQ and reorder points
      4. ABC method of classifying inventories
   F. Procurement
      1. Make, buy, or lease decisions
      2. Concept of value analysis
      3. Determining sources of supply
      4. Determining prices and services

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

OPERATIONS MANAGEMENT (LEVEL II) Credits: 9

(Administered nationwide)

OBJECTIVES

The Level II Regents External Degree Examination in Operations Management consists of material which should be familiar to undergraduate business students with a minor concentration in operations management. The candidate will be expected to have a sophisticated understanding of the concepts and techniques of operations management, and must be able to solve problems typically encountered in the field. The candidate will be expected to demonstrate a conceptual and practical understanding of the applications and limitations of frequently used analytic techniques. This is a four-hour examination.

CONTENT

I. Production System Design
   A. Material handling
   B. Work measurement
      1. Time study problem
         a. Performance rating
         b. Allowance factors
         c. Pre-determined time standards
         d. MTM
      2. Work sampling problem
   C. Wage systems
      1. Wage determination
      2. Incentive systems (time-based, output-based)
   D. Job evaluation systems (e.g., point plan)
II. Forecasting Techniques: Their Applications and Limitations
   A. Least squares regression
   B. Use of various averages
   C. Exponential smoothing
   D. Seasonality techniques
   E. Indices
   F. Qualitative vs. quantitative techniques
III. Production Planning
   A. PERT/CPM
      1. Terminology
      2. Basic computations (e.g., critical path)
      3. Applications
      4. Limitations
   B. Linear programming
      1. Graphic solution
      2. Simplex
      3. Assignment problem
      4. Product mix problem
      5. Transportation problem
      6. Assumptions and limitations
   C. Plant planning
      1. Location
      2. Layout, line balance
      3. Capacity
      4. Scheduling
      5. Maintenance
IV. Quality Control
   A. Charts (determine confidence or control limits)
      1. Mean
      2. Range
      3. P
      4. C
   B. Sampling
      1. Lot vs. process sampling
      2. Sample size determination
      3. Economics of sampling

- C. Determine if process is under control (e.g., run tests)

- V. Inventory Management
  - A. EOQ (assumptions; solve problems)
  - B. Reorder points
  - C. Probabilistic inventory models (i.e., decision-making under uncertainty)
- VI. Queuing
  - A. Concepts
  - B. Limitations of the queuing procedure
  - C. Application to managerial problems
- VII. Statistical Decision-making
  - A. Standard parametric and non-parametric techniques
  - B. Bayesian Analysis

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

OPERATIONS MANAGEMENT (LEVEL III)* **Credits: 12**

(Administered nationwide)

OBJECTIVES

The Level III Regents External Degree Examination in Operations Management is designed to measure the knowledge equivalent to that attained by a person who has earned a baccalaureate degree in business with a major concentration in Operations Management. In addition to demonstrating a knowledge of the content areas, candidates are expected to show a sophisticated approach in solving problems in Operations Management. They should be able to choose a specific approach to a problem (e.g., decide which technique or formula to use), to follow through with that approach, and to apply modifications to specific situations. They should be aware of the behavioral ramifications of choosing a particular approach to a problem; i.e., they should have a knowledge of the consequences of their choices. This is a seven-hour examination.

CONTENT

- I. Production System Design
  - A. Work measurement techniques
    - 1. Appropriate choice of technique
    - 2. Behavioral ramifications
    - 3. The statistics of work sampling
  - B. Wage systems and job evaluation systems
    - 1. Choice of wage system or job evaluation system
    - 2. Motivational ramifications
- II. Forecasting Methodology
  - A. Use of various averages, including least squares regression
  - B. Exponential smoothing
  - C. Index numbers and seasonal adjustments
- III. Programming and Planning
  - A. Linear programming
    - 1. Graphic solution
    - 2. Simplex
    - 3. Assignment problem
    - 4. Product mix problem
    - 5. Transportation problem
    - 6. Assumptions and limitations
  - B. Network analysis (PERT/CPM)
    - 1. Applications
    - 2. Limitations
- IV. Quality Control
  - A. Choice of quality control methodologies
  - B. Sample size determination
  - C. Analysis of process variabilities
- V. Inventory Management
  - A. EOQ (assumptions, solve problems)
  - B. Reorder points
  - C. Probabilistic inventory models
    - 1. Simulation procedures
    - 2. Standard statistical techniques
  - D. Materials Requirements Planning (MRP)
- VI. Queuing
  - A. Applications of the queuing procedures

---

*The Operations Management (Level III) examination is administered only in May and November of each year.

- B. Limitations of the queuing procedures
- VII. Statistical Decision-making
  - A. Sampling and sampling distributions
  - B. Estimation
  - C. Significance (hypothesis) testing
  - D. Expectations and uncertainty
  - E. Bayesian Analysis
  - F. Common parametric and non-parametric tests
- VIII. Simulation
  - A. Random number tables
  - B. Test for randomness
  - C. Concepts and limitations
  - D. Applications

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN OPERATIONS MANAGEMENT

Warren Balinsky, *State University of New York at Stony Brook*
Natalie Calabro, *St. John's University*
Donald Calvert, *Canisius College*
William Stevenson, *Rochester Institute of Technology*

BUSINESS ENVIRONMENT AND STRATEGY **Credits: 6**

(Administered nationwide)

OBJECTIVES

The Regents External Degree Examination in Business Environment and Strategy is designed to test achievement in subject matter normally covered in two or three advanced-level courses dealing with business and society, business policy, and/or business strategy. The candidate will be expected to demonstrate an ability to integrate facts and concepts from various areas of study emphasized in business adminstration programs, and will be asked to respond to well-defined case studies or incidents requiring analysis or a justification of a particular course of action. The multiple-choice items and brief essay questions contained in the examination are drawn from the following content areas:

CONTENT

- I. The Manager and His or Her Environment
  - A. The external environment as a constraining or supporting influence on business decision-making
    - 1. Government and the corporation
      - a. Federal
        - (1) The development of corporate power—the rise of the corporate enterprise
        - (2) Restraints to corporate power
          - (a) Legislative action
          - (b) Judicial review
          - (c) Regulatory agencies
          - (d) Moral suasion
        - (3) Supportive public policy and legislation (i.e., loan guarantees, fast tax write-offs, import restrictions, Lockheed-type situations, etc.)
      - b. State and local
        - (1) Legislation
          - (a) Protective of the corporation (i.e., blue laws, fair trade law, etc.)
          - (b) Minority (i.e., equal employment opportunity, encouraging minority enterprise, etc.)
          - (c) Ecology legislation as it affects corporate policy and decision-making
          - (d) Licensing

      (e) Zoning and the overlap of service districts (i.e., sewers, water)
      (f) Taxes
      (g) Other areas not listed in which corporate policy or decision-making is affected by state or local legislation
    (2) Urban redevelopment and revitalization
      (a) Restraints upon corporations
      (b) Opportunities for corporations
2. Social responsibility to society
  a. Changing value systems
  b. Ethical considerations and their effect upon business decision-making
  c. Employment and changing attitude toward employee
    (1) Job security and retraining of displaced personnel
    (2) Technological changes and their effect upon employees
  d. Location theory
    (1) Impact upon community being left
    (2) Impact upon community being entered
  e. Equal opportunity (female employees, minority groups)
  f. Corporate citizenship and leadership
    (1) Involvement in community planning and activities
    (2) Changing role of community leaders (from individuals to corporations)
  g. Protection of the environment
    (1) When viewed as a responsibility of the corporation and not forced by outside pressures
    (2) Cost of environment protection
  h. Relation to community action groups in terms of education, housing, civic improvement, etc.
3. Consumerism
  a. History and development of consumerism as traced from
    (1) Books such as *The Jungle*, through
    (2) Economic action of consumer groups (i.e., boycotts, consumer co-ops) to
    (3) Naderism
  b. Consumer organizations (long-lasting as well as single-purpose groups)
  c. Government support of consumer protection
    (1) Creation of agencies for this purpose
    (2) Protective legislation
B. The internal environment from the decision-making view of the corporation
  1. The personality of the organization as it influences decision-making
    a. Goals (individual goals vs. corporate goals)
    b. Philosophy of the corporation
    c. History of the corporation
  2. Corporate resources as they influence decision-making
    a. Human
    b. Physical
    c. Financial

II. Formulation of Corporate Policy and Strategy
  A. The nature, definition, and purpose of policy
  B. Levels of policy consideration
    1. Overall corporate policy and the role of the board of directors
    2. Functional policy in the areas of:
      a. Personnel
      b. Production
      c. Marketing (including research and development)
      d. Finance
  C. Mapping the corporate strategy (selecting among alternative strategies)
    1. Corporate strategy and decision-making
    2. Operational strategy and decision-making
      a. Production
      b. Personnel
      c. Marketing
      d. Financial

III. Application and Integration of the Bodies of Knowledge Outlined in I and II
  A. Resolution of situations in which corporate policy is in opposition to functional policy
  B. Formulation of corporate-level strategies requiring the integration of the function areas
  C. Selection and justification of the choice of one strategy from several alternative strategies
  D. Resolution of situations where policies or strategies are affected by environmental (external and internal) factors
  E. Other examples of case studies or incidents requiring the integration and application of the considerations outlined in I and II.

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN BUSINESS ENVIRONMENT AND STRATEGY

Richard G. Brandenburg, *The Carborundum Company*
L. Richard Oliker, *Syracuse University*
David J. Rachman, *Bernard M. Baruch College of The City University of New York*

Turn to the back of this catalog to order College Proficiency and Regents External Degree Study Guides

EDUCATION

College Proficiency and Regents External Degree Examinations in education can be taken for college credit. The examinations, however, are most often applied toward meeting certain New York State teacher certification requirements.

The examinations in Educational Psychology and the History and Philosophy of Education are most often used to meet professional preparation requirements. The examinations in Health Education and in Modern Foreign Languages (French, Spanish, German, Italian, and Russian) can be applied toward subject matter requirements in those fields. The examinations in reading are designed to meet forthcoming requirements for a new certification area in this important field, or to satisfy Regents mandates requiring evidence of work in reading for elementary school teachers.

The content outlines of these tests and complete details on the ways in which they can be used to meet teacher certification requirements are explained on the following pages.

EDUCATIONAL PSYCHOLOGY **Credits: 3***

(Administered nationwide)

The College Proficiency Examination in Educational Psychology is designed to sample the information conveyed in an introductory college course in educational psychology or in the psychological foundations of education. It is not designed to assess other products often obtained in such a course; e.g., experiences gained as a result of visiting classrooms and participating in tutorial situations with individuals and/or small groups of students.

OBJECTIVES

The candidate will be expected to demonstrate:

A. A knowledge of key terms and concepts and important persons associated with particular investigations or points of view.
B. The ability to read and use psychological information.
C. An acquaintance with key experimental and empirical studies which provide the basis for generalizations and principles of educational psychology and an ability to interpret findings and apply them to specific classroom situations.
D. Knowledge of principles, generalizations, and dominant theories; understanding of how they operate in actual practice; and ability to apply them to classroom situations.

CONTENT

I. Development
    A. Development as a product of maturation and learning (e.g., past experiences of organism, changes in physical structure, new social-cultural demands)
    B. Rate of development (e.g., sex differences, within organism differences, individual differences)
    C. Direction of development (e.g., cephalocaudal, proximo-distal, mass-specific)
    D. Areas of development (e.g., physical, intellectual, social, emotional, moral)
II. Learning and Instruction
    A. Nature and history of educational psychology (e.g., classical studies, aspects of psychological theory and research)
    B. Definitions of learning and instruction

---

*Examinations given up to Oct., 1972 were 6-credit examinations; thereafter, 3-credit examinations were given.

C. Various kinds of learning (e.g., facts, skills, concepts, creativity, values)
D. Motivation for learning (e.g., individual differences, goals, needs, rewards, interests)
E. Retention and transfer (e.g., historical and recent views, factors influencing retention and transfer)
F. Instruction (e.g., materials and technology, programmed instruction, CAI, behavioral objectives)
G. Variables related to learning and achievement (e.g., individual differences, social-cultural, instructional practices)

III. Social, Cultural, and Environmental Factors
  A. Cultural (e.g., sex roles, racial differences, cultural changes affecting schools)
  B. Socio-economic (e.g., class differences, characteristics, values and attitudes; aptitude differences; school achievement)
  C. Personality organization (e.g., family influence, self-concept and role behavior, social learning, modeling)
  D. Personal and social adjustment
  E. Peer group influences and values
  F. School climates

IV. Measurement
  A. Basic vocabulary
  B. Characteristics of tests (e.g., reliability, validity)
  C. Standardized tests: their nature, uses, limitations
  D. Elementary statistical concepts (e.g., mean, median, standard deviation)
  E. Educational evaluation (e.g., of pupils, types of test scores)
  F. Elementary research concepts and procedures

SUGGESTED STUDY AID

A list of suggested readings may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN EDUCATIONAL PSYCHOLOGY

Howard Berkowitz, *State University College at Oneonta*
Gordon Fifer, *Hunter College of The City University of New York*
Richard Ripple, *Cornell University*
John Rosenbach, *State University of New York at Albany*

HISTORY OF AMERICAN EDUCATION **Credits: 3**

(Administered nationwide)

The College Proficiency Examination in the History of American Education is designed to test the candidate's knowledge and understanding of the important events and developments in contemporary policy and practice in elementary, secondary, and higher education. The examination assumes preparation equivalent to that of students who have taken a one-semester college course in the history of American education.

OBJECTIVES

Candidates will be expected to demonstrate an ability to deal competently with the following types of issues and questions:

A. The nature and scope of the history of American education in both its formal and informal aspects; the influence of the social science disciplines and related areas on the historiography of the history of American education
B. The relationships between education and the economy, social mobility and stratification, employment, and the family; the intellectual assumptions and theories of society that condition educational policies and practices
C. The influence of the English-European heritage on American education

It is recommended that candidates read one or more texts specifically on the history of American education. They should also study enough American and European history to be able to place educational themes in their proper historical contexts.

CONTENT

The candidate will be expected to be familiar with the events and developments in each major period listed below.

I. 1500-1800 — The English-European influence on American education; the applications of education to meet the needs of the national state; the impact of the Scientific Revolution and the Enlightenment on education; the changing role of religion in education; elitism in a developing society

II. 1600-1750 — Education in colonial America: Puritan education; the varieties of "public" and private schooling available; the modification of English-European institutions in a novel colonial setting; pietistic and denominational education; immigration and the emerging problems of cultural pluralism; the educational significance of the Great Awakening; education in the rising American nation

III. 1750-1850 — The role of education in the creation of the American nation; the nature and scope of republican education (Franklin, Jefferson, etc.); the transformation from a republican to a democratic society; education and the emerging problems of urbanization and industrialization (modernization); utopian models for educational reform; education and nationalism; early reforms in higher education; new educational roles for women; foreign influences on American education

IV. 1850-1914 — Education and the search for a new social order; building school systems; emergence of school bureaucracies; the issue of ethnic and other minorities and their role in the social order; processes of secularization; the emergence of the modern university; the German influence on higher education; early progressivism in education; the systemization of the high school; reorientation in educational thought (William T. Harris, Edward C. Thorndike, G. Stanley Hall, John Dewey, and others)

V. 1914-1945 — Impact of America's role as a world power; emergence of mass culture; Americanization of the immigrant; transformation of progressive education; schooling and the Great Depression; development of educational theories and their influence on practice, pragmatism, Freudianism, behaviorism, and experimentation

VI. 1945-Present — Impact of World War II on education; rejection of the premises of progressive education in the "Sputnik" period; expanding role of government in education; equal educational opportunity; student activism and the industrialization of education; the multiversity, the crisis in education today

Among the topics with which the candidate should be familiar in each period are the following:

A. Informal Education (i.e., child-rearing practices, apprenticeship training, newspapers, literature, politics, technology, museums, mass media, etc.)

B. Formal Education (i.e., infant schools, common schools, academies, religious training, secondary and higher education)

C. Educators (i.e., Cotton Mather, Benjamin Franklin, Thomas Jefferson, Horace Mann, Emma Willard, John Dewey, Maria Montessori, Jane Addams, etc.)

D. Philosophies of Education and Theories of Learning (i.e., humanism, pragmatism, scholasticism, behaviorism, existentialism, etc.)

E. Educational Legislation (i.e., the "Old Deluder Satan" Act of 1647, the Northwest Ordinance of 1787, the Morrill Act of 1862, the Smith-Hughes Act of 1917, the G.I. Bill of Rights of 1944, the Elementary and Secondary Act of 1965, etc.)

F. Significant Legal Decisions (i.e., Dartmouth College vs. Woodward (1819), Kalamazoo vs. State of Michigan (1875), Pierce vs. the Society of Sisters of the Holy Name (1925), Everson vs. Board of Education (1947), Brown vs. Board of Education of Topeka (1954), Serrano vs. Priest (1971), etc.)

SUGGESTED STUDY AID

A bibliography of recommended readings may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN HISTORY OF AMERICAN EDUCATION

Hyman Kuritz, *State University of New York at Albany*
Jonathan Messerli, *Fordham University*
Frederick Schult, *New York University*

PHILOSOPHY OF EDUCATION

(Administered nationwide)

Credits: 6 (Graduate)*

The College Proficiency Examination in Philosophy of Education assumes preparation equivalent to that of the student who has taken a two-semester college course in philosophy of education at the graduate level.

OBJECTIVES

Philosophy of Education attempts to unify two areas of study. On the one hand there is philosophy with its divergent views of philosophers as to what are the fundamental philosophic tools and problems; on the other hand there is education with its vast range of questions and issues upon which different emphasis is placed by different authorities.

This examination tests for a style of reasoning as well as familiarity with a body of formal knowledge. It is not sufficient to be able to handle the philosopher's distinctive tools or to be familiar with philosophic terminology, conceptual apparatus, and methods. The candidate must be able to demonstrate an understanding of philosophical reasoning as it is applied to problems in the field of education. For example, since Plato's *Meno* is listed in the bibliography, a successful candidate must understand not only the general theme of the dialogue and the major theories in the work, but also the way Plato developed his thesis, the nature of his argument, his dialectical method, and the fundamental problems he posed about knowledge. This requires two kinds of abilities: knowing how to reason philosophically and knowing the issues surrounding important educational questions.

---

*The Philosophy of Education College Proficiency Examination given up to May 1975, carried a 6-undergraduate-credit recommendation. Tests administered after August 1975 are worth 6 graduate credits.

CONTENT

I. The basic logical tools and conceptual methods of contemporary philosophy. Some of the more important topics a candidate should be familiar with are:
   - A. Validity
   - B. Ambiguity
   - C. Vagueness
   - D. Soundness
   - E. Necessary and sufficient
   - F. Necessary and contingent
   - G. Equivocation
   - H. Definition
   - I. Nature of concepts
   - J. Meaning
   - K. Nature of argument
   - L. Assumptions — presuppositions
   - M. Category mistake
   - N. Metaphor and analogy
   - O. Dialectic
   - P. Philosophical categories (e.g., epistemology and knowledge/belief, ethics, value, metaphysics)
   - Q. Paradigm
   - R. Explanation
   - S. Deduction
   - T. Criterion

II. Current educational topics involving distinctly philosophical issues, such as:
   - A. Equal educational opportunity
   - B. Academic freedom
   - C. Learning by (through) experience
   - D. Practical syllogism
   - E. Training the mind (e.g., arguments, intelligence, skills)
   - F. Appraising educational research
   - G. Objectivity and subjectivity
   - H. Indoctrination
   - I. Moral education
   - J. Education policy arguments

III. Major philosophic contributions relating to educational theories, policies, and practices. In order to adequately respond to examination questions on each of the above sections, candidates should be familiar with the following works:
   - A. Archambault, Reginald D., ed., *Philosophical Analysis and Education*. New York: The Humanities Press, 1967.
   - B. Aristotle. *Politics* (Books V, VI, VII, VIII); *Nichomachean Ethics* (Book VI).
   - C. Brumbaugh, Robert and Nathaniel Lawrence. *Philosophers on Education: Six Essays on the Foundations of Western Thought*. San Jose, California: H. M. Gousha Co. (paperback)
   - D. Dewey, John. *Experience and Education; School and Society*.
   - E. Frankena, William D. *Three Historical Philosophies of Education: Aristotle, Kant, Dewey*. Chicago: Scott, Foresman & Company, 1965.
   - F. Gorovitz, Samuel and Ron G. Williams. *Philosophical Analysis: An Introduction to Its Language and Techniques*. 2nd ed., New York: Random House, 1965. (paperback)
   - G. Hospers, John. *An Introduction to Philosophical Analysis*. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.
   - H. McClellan, James. *Philosophy of Education*. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.
   - I. Plato. *Meno; The Republic*
   - J. Rousseau, Jean Jacques. *Émile*.
   - K. Scheffler, Israel, ed., *Philosophy and Education*. 2nd ed., Boston: Allyn & Bacon, Inc., 1966.
   - L. Whitehead, Alfred North. *The Aims of Education*.

CPE COMMITTEE IN PHILOSOPHY OF EDUCATION

M. I. Berger, *State University of New York at Albany*
D. Bob Gowin, *Cornell University*
Thomas F. Green, *Syracuse University*
Emily Haynes, *Syracuse University*
Mary Anne Raywid, *Hofstra University*

FOREIGN LANGUAGES

French, German, Italian, Russian, Spanish

The Regents External Degree Program administers and scores the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students. Examinations are offered in French, German, Italian, Russian, and Spanish, and measure the language skills expected of an individual who has earned a baccalaureate degree in the particular language. The foreign language proficiency tests may be taken to gain college credit, to meet Regents External Degree requirements, or to satisfy specific requirements for certification as a language teacher.

FOREIGN LANGUAGES

French, German, Italian, Russian, Spanish

The Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students for each language consist of two parts: Battery A (Language Skills) and Battery B (Applied Linguistics, Civilization and Culture, and Professional Preparation). A candidate may take Battery A only, Battery B only, or the Complete Battery (Battery A and Battery B) in any ONE language each testing period. Candidates may NOT take Battery A (or Battery B) in two different languages on the same testing day.

BATTERY A — LANGUAGE SKILLS Credits: 24

(Administered only in New York)

Battery A consists of four subtests in the following language skills: listening comprehension, speaking, reading, and writing. Battery A is designed to measure a high level of competence in language skills, and encompasses material covered in several collegiate language courses, including courses on the advanced level.

Listening Comprehension. The listening comprehension subtest is designed to test phonetic (or phonemic) discrimination, command of idiomatic expressions, vocabulary, and structure typical for conversational use of the language. Comprehension of main facts, ideas, and important details is evaluated.

Speaking. The speaking subtest evaluates the candidate's ability to speak fluently (approximating native speech in vocabulary, intonation, and pronunciation) as well as the ability to express thoughts in conversation at normal speed.

Reading. The reading subtest is designed to measure the candidate's ability to read with comprehension. The examinee is required to select the appropriate lexical, idiomatic, or structural completion for each of a number of incomplete sentences. The candidate must also respond to questions dealing with the meaning of words and phrases and the content of a series of selected passages.

Writing. The writing subtest examines the candidate's ability to write with clarity and correctness using appropriate vocabulary, idiom, and syntax.

BATTERY B — APPLIED LINGUISTICS Credits: 3 each
CIVILIZATION AND CULTURE
PROFESSIONAL PREPARATION (TEACHING METHODS)

(Administered only in New York)

Battery B consists of the following three tests: Applied Linguistics, Civilization and Culture, and Professional Preparation (Teaching Methods). Each test is designed to measure the candidate's knowledge of material covered in the comparable undergraduate-level college courses. The Applied Linguistics and Civilization and Culture examinations are offered in each of the five languages. The Professional Preparation (Teaching Methods) examination is a single test which is common to all five languages.

Applied Linguistics. The Applied Linguistics test measures competence in pronunciation, phonetics and orthography, morphology and syntax, general linguistics, and historical and comparative philology, with an emphasis on those differences between English and the foreign language which are of importance in teaching. Test questions are in English.

Civilization and Culture. The examination in Civilization and Culture measures the candidate's knowledge of civilization and culture (as distinct from knowledge of the language) needed by a teacher to introduce students intelligently to that area of the world in which the language is spoken. The term "culture" embraces such content areas as geography, history, the arts, literature, and social institutions. Test questions are in English.

Professional Preparation (Teaching Methods). The Professional Preparation test is designed to test knowledge of teaching methods that are common to all foreign languages (with emphasis on the audiolingual approach) and knowledge of important developments in the field of language teaching. Questions deal with such broad areas as objectives, teaching techniques, professional development, and evaluation. Test questions are in English.

GRADES

Grades for the language examinations are reported as standard scores. The scores for each of the parts were determined by administering the examinations to certified secondary school teachers of the language who participated in MLA-NDEA Institute workshops. The scores range from 20 to 80 with a mean score of 50. Approximately two-thirds of the teachers received scores between 40 and 60. Candidate's standard scores are determined by comparing their performances with the performances of the teachers who participated in the Institute workshops. Candidates may elect to take only the Battery A, only Battery B, or both batteries.

Battery A. Battery A includes the following language skills subtests: listening comprehension, speaking, reading, and writing. A minimum standard score of 45 on *each* subtest AND a standard score total of 200 or more for the four subtests combined are required for passing the Language Skills test.

Battery B. Battery B includes examinations in Applied Linguistics, Civilization, and Culture, and Professional Preparation (Teaching Methods). The following minimum standard scores are required for passing each test:

Subject	*Standard Score*
Applied Linguistics	55
Civilization and Culture	55
Professional Preparation	60

SATISFYING FOREIGN LANGUAGE REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION

Battery A. The 24-semester hour *language course work requirement* for provisional and for permanent certification to teach French, German, Italian, Russian, or Spanish in the public schools of New York State may be satisfied by achieving passing scores on Battery A of the MLA foreign language proficiency tests.

Battery B. The three Battery B tests may also be used for teacher certification purposes, although candidates should check with the Teacher Certification Section, Division of Teacher Education and Certification, to determine whether they need to take Battery B for certification purposes. Passing scores on the Applied Linguistics and Civilization and Culture tests may be accepted in lieu of 3 semester hours *each* towards the 24-semester hour language course work requirement. A passing score on the Professional Preparation (Teaching Methods) test may be accepted in lieu of 3 semester hours in *professional education* course work.

The 24-semester hour language course work requirement for a teaching certificate in foreign languages may be waived through the MLA foreign language proficiency tests, but passing scores on these tests *alone cannot* provide provisional or permanent certification for individuals. Acceptable scores on the foreign language proficiency tests can be applied only toward meeting the requirement of 24 credit hours in language course work. In addition, individuals seeking foreign language teacher certification must meet all of the other requirements for certification in this area.

Candidates for *provisional* New York State teacher certification must possess at least a bachelor's degree and satisfy certain other requirements in order to teach in the public schools of New York State. Individuals seeking *permanent* New York State teacher certification must meet the requirements for provisional certification, and possess a master's degree or 30 semester hours of graduate study distributed among the liberal arts, the social and behavioral sciences, and professional study in education.

The MLA foreign language proficiency tests are *not* required for a foreign language teaching certificate. They provide an alternate route to satisfying the New York State foreign language teacher certification requirements for individuals who may have gained a high degree of language competence outside regular college classes, and may be used in a similar manner to meet requirements for New York City teacher licensure. Before submitting test applications, candidates should be sure to check with the New York City Board of Examiners to determine whether the tests will be appropriate and acceptable toward licensure requirements.

For information on New York State or New York City teacher certification requirements write:

Division of Teacher Education and Certification
New York State Education Department
99 Washington Avenue
Albany, New York 12230

or

Board of Examiners
New York City Board of Education
65 Court Street
Brooklyn, New York 11201

FOREIGN LANGUAGE PROFICIENCY EXAMINATIONS FOR COLLEGE CREDIT

Passing scores on the foreign language proficiency examinations may be used to satisfy Regents External Degree requirements, and many colleges will grant course credit or advanced standing for successful performance on these tests. Candidates seeking credit from a college or university should contact the chairman of that institution's language department to determine how much credit, if any, may be earned and what performance standards will be required.

SCORES ON FILE WITH ETS

Individuals who have taken the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students *through the Educational Testing Service (ETS)* up until June 1969, may have their scores on this examination reported directly to the Division of Teacher Education and Certification or the Regents External Degree Program. The candidate must prefile an application for certification with the Division of Teacher Education and Certification or be officially enrolled in the Regents External Degree Program *before* requesting ETS to send an official transcripts of his scores to the appropriate office.

Candidates may request to have scores sent by contacting: Educational Testing Service, MLA Cooperative Foreign Language Proficiency Tests, Princeton, New Jersey 08540. A check in the amount of $2, made payable to Educational Testing Service, should accompany this request, along with the following information: name and social security number, birth date, date and place at which the examination was administered, the language in which tested, and office to which transcript is to be sent.

SUGGESTED STUDY AID

A Modern Language Association study aid containing sample questions for this examination may be ordered free from:

Regents External Degree Examinations — Study Guides
99 Washington Avenue
Albany, New York 12230

HEALTH EDUCATION

The three College Proficiency Examinations in health education are designed to test the candidate's knowledge of important concepts in health education on the undergraduate college level. The examinations are primarily intended to accelerate the flow of qualified public school teachers into the health education fields and were framed to help meet the mandate of Chapter 931 of the Laws of the State of New York which require "broad, mandatory health curricula in all elementary and secondary schools." Each of the examinations is 3 hours in length and a candidate may take all three at one 2-day CPE administration. The health education sciences CPE's are graded on a "pass-fail" basis.

Institutions of higher learning may grant college credit on the basis of acceptable grades on these three CPE's but they are *primarily* designed to meet all health subject matter requirements for teacher certification under that section of the Commissioner's Regulations which governs certification requirements for teaching a special subject. It should be emphasized that acceptable grades on these CPE's *alone cannot* provide provisional or permanent certification for individuals. Individuals wishing to be provisionally certified to teach health education in the public schools must have a baccalaureate degree, 12 credits in professional education, 36 credits in health content, and a supervised practice teaching experience. To be permanently certified to teach health education sciences, an individual must have met all requirements for a provisional certificate and, in addition, possess a master's degree (or 30 hours of appropriate graduate study). Successful completion of the three health education sciences CPE's does *not* waive the requirements of a master's degree for permanent New York State teacher certification. Acceptable scores on any or all of the three health education sciences College Proficiency Examinations can be applied only toward meeting the requirement of 36 credits in health content. In addition, the individual seeking health education teacher certification must meet *all* of the other requirements outlined above.

Each examination in the health education sciences may be used in lieu of up to 12 credit hours of college course work toward the 36-hour health content requirement. However, a candidate for teacher certification will not receive CPE credit for those portions of the health education sciences examinations which clearly duplicate satisfactorily completed college courses which have been or could be recognized by the Division of Teacher Education and Certification toward meeting the subject matter content requirement for a teaching certificate in health education. In other words, CPE credit will only be awarded for those areas in which no previous credit has been recognized. Passing scores on all three of the health education sciences College Proficiency Examinations will, however, meet all health content requirements for certification in health education.

See Part III of this catalog for information on how to obtain specific information on New York State teacher certification or New York City teacher licensure requirements.

HEALTH EDUCATION I: PERSONAL HEALTH — PHYSICAL ASPECTS **Credits: 12**

(Administered nationwide)

The College Proficiency Examination in Health Education I: Personal Health — Physical Aspects is based upon content to be found in the following college health courses: nutrition, personal health, first aid and safety, health observation, epidemiology, and health economics.

OBJECTIVES

The candidate will be expected to demonstrate:

A. A knowledge of facts, trends, and terminology related to the content areas listed below.
B. An understanding of personal and physical health concepts, principles, and procedures.
C. The ability to analyze, synthesize, and evaluate health knowledge, attitudes, and behavior concerning physical and personal health.
D. The ability to assess individual health patterns dealing with the content areas listed below.

CONTENT

- I. Health Status
  - A. The health examination
  - B. Growth and development
    - 1. Stages
    - 2. Factors affecting
    - 3. Height-weight
    - 4. Body structure
  - C. Physical fitness
    - 1. Relationship to total health
    - 2. Value of physical fitness
    - 3. Means of attaining physical fitness
- II. Nutrition
  - A. Basic four (content, quantity, quality)
  - B. Food nutrients
    - 1. Energy producers: carbohydrates, fats, proteins
    - 2. Body regulators: proteins, minerals, vitamins, water
  - C. Fads and fallacies
    - 1. Diets
    - 2. Health food faddism
  - D. Recommended dietary allowances (interpretation of the RDA table according to the variables of height, weight, age, sex, activity)
  - E. Basal metabolism rates
    - 1. Definition
    - 2. Determination
    - 3. Influencing factors (internal, external)
    - 4. Total calorie usage
  - F. Food processing and preparation
    - 1. Processing procedures (homogenization, pasteurization, certification)
    - 2. The enrichment program (B_1, B_2, iron, niacin)
    - 3. Food additives (preservatives, coagulators)
    - 4. Modification
    - 5. Food supplements (vitamin C, vitamin D)
    - 6. Packaging and labeling
    - 7. Individual food preparation (boiling, freezing, frying, etc.)
  - G. Dietary deficiency diseases
    - 1. Protein deficiency diseases
    - 2. Vitamin deficiency diseases
    - 3. Mineral deficiency diseases
  - H. Special nutritional needs
    - 1. Underweight—overweight—obesity
    - 2. Therapeutic diets
    - 3. Age variation
- III. Dental Health
  - A. Functions of the teeth
  - B. Care of the teeth
    - 1. Personal
    - 2. Professional
  - C. Nutritional implication
  - D. Dental programs (e.g., fluoridation)
  - E. Diseases of the teeth and supporting tissues (e.g., malocclusion, caries)
  - F. Recent advances in dentistry
- IV. Senses
  - A. Vision
    - 1. Visual function and supporting structures
    - 2. Common vision tests
    - 3. Preventive eye care
    - 4. Eye disorders (refractive defects, color deficiency, diseases, inflammations)
    - 5. Corrective devices
    - 6. Education of the visually handicapped
  - B. Hearing
    - 1. Function and supporting structures
    - 2. Common hearing tests
    - 3. Protection of the ear
    - 4. Prevention of hearing loss (noise pollution)
    - 5. Hearing disorders (diseases, conductive and perceptive disturbances)
    - 6. Corrective devices
    - 7. Education of the handicapped
  - C. Taste, smell, and touch
    - 1. Interrelationship with each other
    - 2. Their role in nutrition
- V. The Individual's Role in Disease Protection and Prevention
  - A. Communicable diseases
    - 1. Control of communicable diseases
      - a. Disease terminology
      - b. Causative agents
      - c. Disease transmission
      - d. Resistance
      - e. Immunity (types, agents)
    - 2. Communicable disease problems
      - a. Respiratory diseases (e.g., common cold)
      - b. Common communicable diseases (e.g., measles, pertussis, rubella, mumps)

c. Venereal diseases
d. Other diseases (e.g., TB, skin diseases, hepatitis, mononucleosis
B. Chronic and degenerative diseases
1. Contributory factors and causes
2. Personal responsibility
3. Classification
VI. Securing Health Services and Protection
A. Evaluating health information
B. Choosing health advisors
1. Criteria for selection
2. Sources of reliable information
3. Medical and nonmedical specialists
C. Medical economics and medical care programs
1. Compulsory vs. voluntary programs
2. Group medical practice
D. Current problems in securing medical services
1. Health manpower shortages and distribution
2. Population distribution
VII. The Individual's Role in First Aid and Safety
A. Foundations
1. Values and purposes of first aid
2. Legal implications
3. Moral responsibility
4. Incidence of accidents and injuries
5. Principles of prevention
B. Emergency priorities in first aid
1. Serious bleeding
2. Stoppage of breathing
3. Traumatic shock
4. Poisons
5. Wounds and infections
6. Sprains, strains, fractures, dislocations
7. Other
C. Safety
1. Traffic and pedestrian safety
2. Home and farm
3. Fire safety
4. School
5. Recreational activities
6. Disaster preparedness

SUGGESTED STUDY AID

A list of suggested study readings may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN HEALTH EDUCATION I

James Baker, *State University College at Oneonta*
Leonard Gath, *State University College at Cortland*
Alan Hinman, *New York State Department of Health*
Anne Newman, *Brooklyn College of The City University of New York*
Robert Ragsdale, *American Lung Association of New York State, Inc.*
Charles Sherman, *University of Rochester Medical School*
Kenneth Veselak, *Nassau Community College*
Mina Wollin, *State University College at Cortland*
William Zimmerli, *State University College at Brockport*

HEALTH EDUCATION II: PERSONAL HEALTH — EMOTIONAL-SOCIAL ASPECTS

Credits: 12

(Administered nationwide)

The College Proficiency Examination in Health Education II: Personal Health — Emotional-Social Aspects is based upon content to be found in the following college courses: drug use and abuse, human sexuality, mental and emotional health, human growth and development, marriage and the family, human relations, and group dynamics.

OBJECTIVES

The candidate will be expected to demonstrate:

A. A knowledge of facts, trends, and terminology related to the content areas listed below.
B. An understanding of emotional and social health concepts, principles and dynamics.
C. The ability to analyze, synthesize, and evaluate health knowledge, attitude, and behavior concerning emotional and social development.

CONTENT

I. Drug Use and Abuse (alcohol, tobacco, narcotics, and other drugs)
  A. Drugs as chemical agents
  B. Implications for the individual
  C. Implications for the family
  D. Implications for society
II. Sexuality
  A. Stages in psychosexual development
  B. Appreciation of self as a sexual being
  C. Expressions of sexuality
  D. Reproduction
  E. Myths
III. Emotional Development
  A. Emotions
  B. The nature of experience
  C. Ways of dealing with emotions
  D. Development of self-awareness
  E. The maturing process
  F. Emotional disorders
IV. Social Development
  A. The individual as a social being
  B. Communication
  C. Group dynamics
  D. Interpersonal relationships
  E. Value systems
  F. Cognition and behavior
V. Marriage and Family Relations
  A. History of the family in America
  B. Changing social values regarding marriage
  C. Adjusting in marriage
  D. Roles of the marital partners
  E. Factors involved in family planning
  F. The family
  G. Parenthood
  H. Marital dissolution

SUGGESTED STUDY AID

A list of suggested readings may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside new York should contact the American College Testing Program.

CPE COMMITTEE IN HEALTH EDUCATION II

Eugene Bowers, *State University College at Brockport*
Ralph Edwards, *Kingsborough Community College*
Donald Haynes, *New York State Department of Mental Hygiene*
Madeline Hurster, *Queens College of The City University of New York*
Ernest Luongo, *State University College at Oswego*
Benjamin Pasamanick, *New York State Department of Mental Hygiene*
Frank Rathbone, *Brooklyn College of The City University of New York*
Gustave Timmel, *State University College at Cortland*
Miriam Tuck, *Russell Sage College*
Ronald Vincent, *Roswell Park Memorial Institute*

HEALTH EDUCATION III: PUBLIC-ENVIRONMENTAL HEALTH

(Administered nationwide) **Credits: 12**

The College Proficiency Examination in Health Education III: Public-Environmental Health is based upon content to be found in the following college health courses: community and world health, environmental health, consumer health, disease prevention and control, and problems of the aged.

Students are advised to consult the most recent publications in the field of public and community health.

OBJECTIVES

The candidate will be expected to demonstrate:

A. A knowledge of facts, trends, and terminology related to the content areas listed below.
B. An understanding of community health resources, concepts, principles, and procedures.
C. The ability to analyze, synthesize, and evaluate health knowledge, attitudes, and behavior concerning community and environmental health problems and programs.
D. The ability to assess the individual's relationship and responsibilities with regard to community health problems.

CONTENT

I. Environmental Health Problems — Nature, Scope, Causes, and Control
(Major emphasis will be placed on air, water, sewage, and refuse. Further topics will include radiation, chemicals, noise, animal reservoirs and vectors of disease, foods, industrial health, and housing.)

II. Disease Protection, Prevention, and Treatment
  A. The epidemiological method
  B. Communicable diseases
  C. Noncommunicable diseases
  D. Legislation

III. Consumer Health
  A. Problems relating to quackery, faddism, cultism, and misinformation
  B. Attacking the problems — education and protection
    1. Schools
    2. Offical health agencies
    3. Consumer protection agencies
    4. Professional health organizations
    5. Commercial agencies

IV. World Health and Population Problems
  A. Factors affecting mortality, morbidity, and longevity, such as nutritional status, disease, health service status, environmental conditions, economic and industrial development, and education level
  B. Major world health problems
  C. International organizations for promoting health
  D. International population growth and control policies

V. The Aged — Problems and Programs
  A. Understanding the aging process
    1. Definitions (gerontology, geriatrics, senescence)
    2. Special needs, such as health services, housing, recreation, and income
  B. Programs such as Medicaid, Medicare, and public assistance programs

VI. Trends in Public Health
  A. Specialization in medicine
  B. Group practice
  C. Use of auxiliary personnel
  D. Hospital as the community center
  E. Computerization in medicine
  F. Regional organization of health services
  G. Governmentalization of health sciences (e.g., national health programs)
  H. Emphasis on preventive medicine
  I. Continuing improvement in technology
  J. New problems
  K. Control of pollution

VII. Health agencies in the United States — official and voluntary health agencies, social agencies, professional organizations

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN HEALTH EDUCATION III

Patrick Carolan, *Nassau Community College*
Harold Childs, *Springfield College*
Frank Egan, *Queensborough Community College*
Julia Freitag, *New York State Department of Health*
Mary Ruth Jacobus, *State University College at Cortland*
Edmund McTernan, *State University of New York at Stony Brook*
Lois Meyer, *United States Food and Drug Administration*
Charles Poskanzer, *State University College at Cortland*
James Quinlivan, *New York State Department of Health*
Thomas Rochester, *Eisenhower College*
Joseph Salvato, *New York State Department of Health*
Andrew Sorensen, *University of Rochester School of Medicine*
George Stricker, *Adelphi University*

READING

The three College Proficiency Examinations in reading: *Reading Instruction in the Elementary School, Corrective and Remedial Instruction in Reading,* and *Diagnosis and Remediation of Reading Problems* (the last under development) are designed to accelerate the flow of qualified public school teachers into the reading field. The examinations are developed by college faculty and specialists in the reading field to test the candidate's knowledge of, and ability to, apply important concepts in reading education.

Institutions of higher education may grant college credit on the basis of acceptable grades on these three examinations in reading, but they are *primarily* designed to meet the reading content area requirements for teacher certification in New York State. It should be emphasized that acceptable grades on these CPE's *alone cannot* provide provisional or permanent certification for individuals.

The *Reading Instruction in the Elementary School* CPE is a six-credit-hour undergraduate-level examination. It was developed to help meet the March 1971 mandate of the Board of Regents that, effective January 1, 1972, all individuals seeking elementary school certification (N-6, N-9) on an individual basis be required to show evidence of six semester hours of course work in the teaching of reading. Individuals who have prepared in out-of-state programs, or who have not prepared for certification through an approved teacher training program in New York, can use this CPE to meet the six-credit requirement in reading instruction for elementary certification (N-6, N-9) or to satisfy professional education content requirements for other certification areas. (All other requirements for New York State certification must also be met by candidates planning to teach.) Part III of this catalog provides further information on the use of CPE's for New York State certification or New York City licensure, and provides addresses for obtaining full data on such requirements.

The *Corrective and Remedial Instruction in Reading* and *Diagnosis and Remediation of Reading Problems* graduate-level examinations will partially satisfy reading content area requirements in the new reading teacher certification area. The Regents are expected to consider these new requirements for certification in reading in the spring of 1977. These two graduate-level examinations yield graduate credits that may be applied toward meeting specific provisional or permanent certification requirements.

Candidates interested in using any of the CPE's in reading to satisfy New York State teacher certification requirements should contact the Division of Teacher Education and Certification to obtain a description of these requirements and to determine if the examination(s) can be applied in their cases. (See Part III of this catalog for information on how to obtain specific information on New York teacher certification or New York City teacher licensure requirements.)

READING INSTRUCTION IN THE ELEMENTARY SCHOOL — Credits: 6

(Administered nationwide) **(Undergraduate)**

The College Proficiency Examination in Reading Instruction in the Elementary School assumes preparation equivalent to that of the student who has taken a two-semester college course in reading instruction in the elementary school (or a one-semester college course carrying up to six semester hours of credit).

Since January 1, 1972 all applicants for elementary school teacher certification in New York State, who have not completed an approved elementary teacher education program, have been required to show evidence of six semester hours of course work in the teaching of reading. One of the ways this requirement can be met is by successful completion of the CPE in Reading Instruction in the Elementary School.

OBJECTIVES

The examination is designed to test the candidate's ability to deal effectively with key terms and concepts associated with reading instruction. The examination will cover the following areas: assessment, goal-setting, materials, methodologies, instructional management, instruction, evaluation, parental role, school support staff, and personal responsibilities of the teacher.

CONTENT

- I. The Program for Pupils
  - A. Assessment (classroom diagnosis)
    - 1. Skills
      - a. Informal Reading Inventory (I.R.I.)
      - b. Standardized reading achievement tests (general)
      - c. Book tests (commercial nonstandardized)
      - d. Teacher-made tests
    - 2. Attitude and interests
      - a. Classroom observation
      - b. Attitude scales
      - c. Interest inventories
      - d. Conferences with pupils and parents
    - 3. Applications of reading by the pupil
      - a. Information
      - b. Pleasure
  - B. Goal-setting (affective and cognitive domains)
    - 1. Determine realistic goals
      - a. Assessment results
      - b. Diagnostic information
        - (1) Identify instructional groups
        - (2) Determine short-range and long-range goals for instructional groups
      - c. Pupil goals (established by teacher-pupil conferences, teacher judgment, or school curriculum guides)
        - (1) Compare with goals for instructional groups
        - (2) Modify to meet needs of instructional groups
    - 2. Use of goals in planning instruction
      - a. Distinguish between:
        - (1) Long-range and short-range goals
        - (2) General and specific goals
      - b. State goals clearly in forms most helpful for guiding instruction
      - c. Specify measurable indicators of performance for goal achievement
  - C. Identification and selection of instructional material
    - 1. Commercially made materials
      - a. Current basal programs and ancillary materials
      - b. Kits and systems — readiness through grade 6
      - c. Supplementary skills books
        - (1) Word recognition

            - (2) Comprehension
            - (3) Study skills
        - d. Trade books, periodicals, and newspapers
        - e. Games
        - f. Audiovisual material and nonprint material
    - 2. Teacher-made and/or pupil-made materials
        - a. Language experience charts/pupil journals and notebooks
        - b. Work sheets (skills exercises)
        - c. Games
        - d. Informal assessment materials
        - e. Art and construction activities
- D. Methodogies — Techniques
    - 1. Basal readers
        - a. Phonic
        - b. Linguistic
        - c. Programmed
        - d. Eclectic
    - 2. Individualized reading
    - 3. Language experience
    - 4. Modified alphabets
- E. Instructional management
    - 1. Pupil and/or teacher planning
        - a. Grouping
            - (1) Mass presentation
            - (2) General reading level
            - (3) Flexible subgrouping for skills
            - (4) Interest
            - (5) Laboratory classroom
            - (6) Project or activity
            - (7) Pupil teams
            - (8) Individualization
            - (9) Independent study
            - (10) Use of any of the above (1-9) in newer forms of schoolwide organizations such as nongraded schools, open classrooms, cross-class or cross-grade grouping
        - b. Lesson planning
        - c. Keeping records of pupil's instructional status
        - d. Use of paraprofessionals and volunteers
    - 2. Physical setting
        - a. Arrangement of facilities
        - b. Classroom library
        - c. Media centers
        - d. Interest centers
- F. Instruction
    - 1. In the following skills:
        - a. Readiness skills
        - b. Mechanics of reading
        - c. Word attack
        - d. Comprehension
        - e. Literary appreciation
        - f. Reading in content areas
        - g. Evaluation
    - 2. Implementation of instructional techniques
        - a. Use the following teacher roles:
            - (1) Supplier of information
            - (2) Questioner
            - (3) Stimulator
            - (4) Director
            - (5) Co-learner
        - b. Effective response as a teacher to pupil performance (pupil error and success)
            - (1) Oral response
            - (2) Written comment
            - (3) Action, facial expression, general behavior
        - c. Use material effectively (See section I-C "Identification and Selection of Instructional Material.")
        - d. Use analytic and/or synthetic approaches for teaching reading skills
        - e. Adjust pace of instruction to learning rate of pupil (s)
        - f. Provide for multipupil practice
        - g. Provide for individual differences
        - h. Use "directed reading activity" (DRA)
        - i. Teach independent study techniques, such as SQ3R (survey, question, read, recite, review) and PQRST (preview, question, read, study, test)
    - 3. Evaluation of single learning activity or daily lesson
        - a. Pupil self-evaluation
        - b. Class or class subgroup evaluation
        - c. Teacher evaluation
    - 4. Extension of reading both in and out of school
        - a. Other academic areas, such as social studies, science, mathematics
        - b. Areas of group or personal interest
        - c. Everyday life
        - d. Preparation for forthcoming activity
- G. Evaluation of instruction over an extended period
    - 1. Pupils
        - a. Formal
            - (1) Standardized reading tests — both silent and oral
            - (2) Publisher's end-of-book tests
            - (3) Attitude and interest scales and inventories
        - b. Informal
            - (1) Teacher observation
            - (2) Informal reading inventories
            - (3) Checklists
            - (4) Conferences with pupils and parents
            - (5) Records of amount and type of pupil reading
    - 2. Teacher's instructional program
        - a. Self-evaluation
        - b. Comparison to normative data (national, state, county, and local)
        - c. Recommendations on basis of a. and b.

- II. Parents' Role
  - A. Discuss child's home life with teacher
  - B. Obtain information of child's reading status at school
  - C. Be aware of supportive activities at home
- III. The Teacher and School Support Staff
  - A. Know personnel and services available — e.g., reading specialist, school psychologist, speech therapist
  - B. Identify children to be referred
  - C. Carry out suggestions of staff and supervisors
  - D. Cooperate with school librarian and media specialist
- IV. Personal Responsibilities of the Teacher
  - A. Work with other adults on school staff
  - B. Professional growth
    1. Know and use current materials concerned with reading
    2. Know major organization concerned with reading instruction
    3. Inservice education
  - C. Practice of reading widely

SUGGESTED STUDY AID

A list of suggested readings may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CORRECTIVE AND REMEDIAL INSTRUCTION IN READING

(Administered nationwide) **Credits: 9 (Graduate)**

The College Proficiency Examination in *Corrective and Remedial Instruction in Reading* assumes preparation equivalent to that of a student at the master's degree level who has completed courses needed for a concentration in reading. This test and the *Diagnosis and Remediation of Reading Problems* College Proficiency Examination will partially satisfy reading content area requirements in the new reading teacher certification area. The Regents are expected to consider these new requirements for certification in reading in the spring of 1977. Successful completion of this test yields 9 graduate credits which may be applied toward meeting specific provisional or permanent certification requirements. (See Part III of this catalog for information on how to obtain specific information on New York teacher certification requirements.)

OBJECTIVES

The candidate will be expected to demonstrate a thorough knowledge and understanding of all aspects of teaching reading from primary grades through secondary school. The content outline for the College Proficiency Examination in *Reading Instruction in the Elementary School* should be studied by the candidate from the viewpoint of a *reading teacher*. In addition, the candidate should be able to demonstrate an understanding of how to implement the teaching competencies listed below. The list of competencies is by no means all-encompassing but should serve as a guide for study.

CONTENT

- I. The Program for Pupils
  - A. Assessment

    The reading teacher should provide remedial instruction based on comprehensive diagnosis; understand strengths and weaknesses of formal and informal tests and select appropriate testing instruments; serve as a resource person in selecting testing materials and determining readability.
  - B. Goals

    The reading teacher should plan programs for students with serious reading problems and work with classroom teachers in setting goals for these students.
  - C. Materials and methodolgies

    The reading teacher should be able to choose appropriate materials and teaching techniques for those pupils who require special instruction, including supplementary texts and workbooks, audiovisual and nonprint materials, and library books and periodicals for pupils receiving corrective-remedial instruction.

D. Instructional management

The reading teacher should plan and implement a schedule of instruction that will facilitate maximum growth in reading; keep records of pupil's progress; work with and guide paraprofessionals and volunteers; select and arrange physical facilities for optimum use.

E. Instruction

The reading teacher should provide specialized instruction to supplement regular classroom programs; teach word recognition, comprehension, and reading study skills; use analytic and synthetic approaches based on learning patterns; provide for pupil self-evaluation and use evaluation results to plan learning activities and lessons; provide experiences and materials that apply to real life situations; use recreational and directed reading to motivate and prepare pupils for classroom and outside activities; maintain high interest, low-vocabulary library for corrective-remedial pupils.

F. Evaluation

The reading teacher should evaluate instruction on the basis of previously established goals, using both formal and informal measures; participate in evaluation of schoolwide reading program and engage in self-evaluation.

II. Parents

The reading teacher should consult with parents whose children are involved in special programs to collect data to aid in diagnosis; work with parents to insure a carry-over from school to home; inform the community of special programs.

III. School support staff

The reading teacher should work with classroom teachers in identifying criteria and procedures for referrals and preparing case studies and treatment procedures; recognize roles and responsibilities of school support staff.

IV. Professional development

The reading teacher should read professional texts and periodicals on reading instruction; attend conferences, workshops, and seminars and become active in organizations concerned with reading improvement; do graduate work in reading.

SUGGESTED STUDY AID

A study aid may be obtained from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

DIAGNOSIS AND REMEDIATION OF READING PROBLEMS

(Administered only in New York) **Credits: 6 (Graduate)**

This examination is under development, and it will be offered to candidates for the first time in November, 1977. After May 1, 1977, a study aid may be ordered free from the College Proficiency Examination Program office.

The *Diagnosis and Remediation of Reading Problems* examination assumes preparation by the candidate equivalent to that of a student at the master's level who has completed the courses needed for a concentration in reading.

This test and the *Corrective and Remedial Instruction in Reading* College Proficiency Examination will partially satisfy reading content area requirements in the new reading teacher certification area. The Regents are expected to consider these new requirements for certification in reading in the spring of 1977. Successful completion of this test will yield 6 graduate credits which may be applied toward meeting specific provisional or permanent certification requirements. (See Part III of this catalog for information on how to obtain specific information on New York teacher certification requirements.)

OBJECTIVES

The candidate will be expected to demonstrate a thorough knowledge and understanding of all aspects of teaching reading, from primary grades through secondary school, and an understanding of how to implement the teaching competencies listed as the content of the *Corrective and Remedial Instruction in Reading* examination.

The examination will assess the candidate's ability to score diagnostic tests as they are being administered and to interpret data resulting from their administration. It will assess each candidate's ability to diagnose reading problems on the basis of a variety of data available about a pupil, to plan an instructional program, and to make the preparations needed for program implementation.

CPE COMMITTEE IN READING

Daniel Briggs, *Russell Sage College*
Robert Canfield, *State University College at Oswego*
J. Roy Newton, *Professor Emeritus, State University of New York at Albany*
Sidney Rauch, *Hofstra University*
William Sheldon, *Syracuse University*

Turn to back of this catalog to order
College Proficiency and
Regents External Degree
Study Guides

NURSING EXAMINATIONS

COLLEGE PROFICIENCY EXAMINATIONS (CPE)

Historically, only limited opportunities have been available for licensed practical nurses and registered nurses to earn credit toward a college associate or baccalaureate degree for previous education and experience. To meet this need, faculty committees representing New York State's baccalaureate and associate schools of nursing developed 5 College Proficiency Examinations in nursing subjects, each of which is 3 hours in length. The CPE's in Fundamentals of Nursing and Maternal and Child Nursing (associate level) are designed primarily to facilitate the advancement of nurses who wish to obtain an associate degree in nursing from a college. (These examinations may *not* be used to fulfill the requirements for any of the three Regents External Degrees in Nursing.) The three baccalaureate-level tests—Adult Nursing, Psychiatric-Mental Health Nursing, and Maternal and Child Nursing (baccalaureate level) — are framed primarily for nurses seeking a baccalaureate degree in nursing from a college or university. (They can also be used to meet the Health Restoration requirements of the Bachelor of Science (nursing) Regents External Degree until examinations are developed for that area — probably by 1978. See the "Degree Programs" section of this catalog for complete details.)

Most collegiate schools of nursing and many hospital schools of nursing in New York State grant credit or advanced placement for an acceptable performance on one or more of these examinations. Schools of nursing may require evidence of clinical ability before granting credit, or set other requirements for individual candidates. CPE candidates in nursing are advised, before taking a CPE, to check specific credit or advanced placement-granting policies with the dean or department chairperson or director of nursing at the school they will attend.

REGENTS EXTERNAL DEGREE EXAMINATIONS (REDE)

The New York State Regents External Degree Program offers three degrees in nursing: Associate in Applied Science (nursing), Associate in Science (nursing), and Bachelor of Science (nursing). Seven written and one performance Regents External Degree Examinations have been developed for the Associate Degrees in Nursing. These are: Nursing Health Care; Commonalities in Nursing Care — Areas I, II; Differences in Nursing Care — Areas I, II, III; Occupational Strategy; and Clinical Performance. ***(Candidates in the Regents External Associate Degree nursing programs should not take College Proficiency Examinations in Nursing.)*** A complete description of the requirements for the Associate Degrees in Nursing can be found in the Degree Programs section of this catalog.

All of the 5 written and the 2 performance examinations for the Bachelor of Science (nursing) Degree are currently under development and will be available by 1978-79. The written examinations are: Health Restoration I and II, Health Support I and II, and Professional Strategies. The performance examinations are the Clinical Performance in Nursing Examination (now available), the Health Assessment Performance Examination, and the Professional Performance Examination. Candidates can begin work towards meeting these requirements in a variety of ways described in the Bachelor of Science (nursing) segment of the Degree Programs section of the catalog.

Information on the administration of the Regents External Degree Examinations and College Proficiency Examinations is found in Part III of this catalog.

COLLEGE PROFICIENCY EXAMINATIONS IN NURSING

ADULT NURSING

Credits: 12

(Formerly Medical-Surgical Nursing)

(Administered nationwide)

Important: This examination cannot be used to meet requirements for the Regents External Associate Degrees in nursing. Under certain circumstances this examination may be used to meet requirements for the Regents External Bachelor of Science (nursing) Degree, as described in the "Degree Programs" section of this catalog.

This examination concerns itself with the health of adults and with the alterations seen on the health-wellness continuum. Focus is on the maintenance of wellness as treatment in crisis situations. The ability to assess, identify problems, intervene, and evaluate is inherent in the nursing process and essential for all nursing practice. Knowledge of the complex interrelationships of physiological, psychological, and sociological responses will be tested to the extent that this knowledge is essential in making a nursing diagnosis and in implementing therapy.

CONTENT

I. Regulatory Response Mechanisms: those physiological, psychological, and sociological mechanisms that maintain the individual at optimum health
  A. Physiological integrity
    1. Absorption and utilization of nutrients
    2. Elimination of products of metabolism
    3. Fluid and electrolyte balance
    4. Hormonal balance
    5. Motor and neurological balance
      a. Rest and sleep
      b. Heat control
      c. Sensory responses
      d. Energy utilization and motor responses
    6. Vasopressor mechanisms
      a. Circulatory dynamics
      b. Gas exchange
    7. Immunological mechanisms
  B. Psychological integrity
    1. Behavioral responses
    2. Developmental patterns
  C. Sociological integrity
    1. Family
    2. Community
II. Response to Stress
  A. Compensation: alteration of regulatory response mechanisms (those physiological, psychological, and sociological mechanisms that allow the individual to respond effectively by altering the internal or external environment enough to meet the patient's needs). At this stage of response the individual may either be able to maintain his or her integrity and activities of daily living or will require therapeutic intervention to maintain his or her optimum level of wellness.
    1. Physiological
      a. Inflammatory process
      b. Infectious process
      c. Hypertrophy
      d. Acid-base shift
      e. Fluid-electrolyte shift
      f. Neural-hormonal imbalance
      g. Immunological responses
    2. Psychological
      Behavioral mechanisms — e.g., denial, anxiety, projection, regression, withdrawal, aggressiveness, suppression, etc.
    3. Sociological
      a. Family dynamics
      b. Community
  B. Decompensation: failure of the regulatory and compensatory coping mechanisms to the extent that the individual cannot function
    1. Breakdown in physiological coping mechanisms; i.e., shock
    2. Breakdown in psychological coping mechanisms
    3. Breakdown in sociological coping mechanisms
III. Irreversible Physiological Dysfunction
  A. Atrophy
  B. Necrosis
  C. Death

SUGGESTED STUDY AID

A list of suggested readings may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN ADULT NURSING

Erma Bahrenburg, *Adelphi University*
Margaret Cotterell, *Cornell University*
Marjorie Keenan, *Russell Sage College*
Madeline Kennedy, *State University of New York at Buffalo*
Lynn Nichols, *State University College at Plattsburgh*
Janice Thurn, *Syracuse University*

FUNDAMENTALS OF NURSING — Credits: 10

(Administered nationwide)

Important: This examination cannot be used to meet requirements of any of the Regents External Degrees in Nursing.

The College Proficiency Examination in Fundamentals of Nursing is designed to test the candidate's knowledge and understanding of the basic practice of nursing. The examination assumes preparation equivalent to that of the student who has taken a basic course in fundamentals of nursing at a diploma school of nursing or in an associate degree program of nursing.

OBJECTIVES

The candidate will be expected to demonstrate:

A. A knowledge and understanding of facts, trends, and terminology related to the content areas listed below.

B. The ability to recognize and apply principles and theories to a variety of nursing situations.

C. The ability to assess simple nursing situations and propose an appropriate plan of action.

CONTENT

- I. Nursing Process
  - A. Assessment
  - B. Planning
  - C. Implementation
  - D. Evaluation
- II. Nursing Practice
  - A. Legal implications (including nursing diagnosis, preparation and administration of drugs)
  - B. Dependent and independent nursing functions
- III. Basic Needs
  - A. Nutrition
    - 1. Food and vitamins
    - 2. Fluids
      - a. Body temperature
      - b. Skin turgor
      - c. Hydration-dehydration
    - 3. Oxygen
      - a. Pulse
      - b. Respiration
      - c. Blood pressure
      - d. Color
      - e. Position
  - B. Elimination
    - 1. Bowel patterns
      - a. Normal
      - b. Altered
        - (1) Constipation
        - (2) Diarrhea
        - (3) Incontinence
    - 2. Urinary patterns
      - a. Normal
      - b. Altered
        - (1) Retention
        - (2) Frequency
        - (3) Incontinence
  - C. Activity
    - 1. Normal
      - a. Body mechanics
      - b. Range of motion

        2. Altered (including effects of inactivity)
    D. Rest
        1. Normal
        2. Deterrents to rest
    E. Psychosocial
        1. Normal
            a. Belongingness and love
            b. Self-esteem
            c. Self-actualization
        2. Altered
            a. Response to illness
            b. Response to hospitalization
IV. Nursing Intervention (including dependent and independent nursing actions)
    A. Medication
        1. Basic types of drugs (including their actions)
            a. Sedatives
            b. Analgesics
            c. Laxatives
        2. Preparation and administration
            a. Calculations (including equivalents)
            b. Asepsis (including antiseptics)
            c. Routes and sites
            d. Safety measures
            e. Measures to enhance effectiveness
    B. Heat and cold
        1. Application
        2. Physiological responses
    C. Instillations and irrigations
        1. Preparation
        2. Administration
    D. Drainage (including urinary and wound)
        1. Positioning
        2. Maintenance of flow
    E. Care of skin and mucous membranes
        1. Bathing
        2. Mouth care
        3. Wound care
            a. Asepsis
            b. Bandages, binders, and dressings
    F. Interpersonal relationships
        1. Communication
        2. Interaction
            a. One-to-one
            b. Group
        3. Group process

SUGGESTED STUDY AID

A bibliography may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN FUNDAMENTALS OF NURSING

Mildred Pitts Brennan, *Kingsborough Community College*
Janet F. Fahey, *Hudson Valley Community College*
Louise D. Hall, *Mohawk Valley Community College*
Elizabeth F. Norod, *Alfred University*
Barbara Walsh, *State University of New York Agricultural and Technical College at Farmingdale*

MATERNAL AND CHILD NURSING (ASSOCIATE DEGREE LEVEL) **Credits: 6**

(Administered nationwide)

Important: Cannot be used to meet the requirements of any Regents External Degrees in Nursing.

The College Proficiency Examination in Maternal and Child Nursing (Associate Degree Level) is designed to test the candidate's knowledge, understanding, and application of principles in the nursing care of parents and children. The examination assumes preparation equivalent to that of the student who has taken a course in maternal and child nursing in an associate degree program of nursing.

OBJECTIVES

The candidate will be expected to demonstrate:

1. A knowledge and understanding of facts, trends, and terminology related to the content areas listed below.
2. The ability to recognize and apply principles and theories to a variety of nursing situations.
3. The ability to assess commonly occurring nursing situations and propose an appropriate plan of action.

CONTENT

The importance of interpersonal relationships is stressed throughout the maternal and child nursing content. Aspects of nutrition and pharmacology related to maternal and child nursing are included throughout the content, also.

I. The Beginning Family
  A. Antepartal period
    1. Fetal development
    2. Effect of pregnancy on mother and family
    3. Prenatal health care
    4. Deviations from normal
  B. Intrapartal period
    1. Normal stages and phases of labor
    2. Care during labor and delivery
    3. Deviations from normal
  C. Postpartal period
    1. Physiological and psychological changes
    2. Adaptations to new family roles
    3. Postpartum nursing care
    4. Family planning
    5. Deviations from normal
  D. Newborn period (birth to 28 days)
    1. Physiological and psychological adaptations to life
    2. Dependency, anticipatory guidance, and health supervision
    3. Deviations within the neonatal period

II. The Expanding Family
  A. The infant (1 month to 1 year)
    1. Family relationships
    2. Normal development
    3. Health care
  B. The toddler (1 to 2½ years)
    1. Family relationships
    2. Normal development
    3. Health care
  C. The preschool child (3 to 5 years)
    1. Family and other relationships
    2. Normal development
    3. Health care
  D. The school-age child (6-12 years)
    1. Family and other relationships
    2. Normal development
    3. Health care
  E. The adolescent (13-21 years)
    1. Family relationships
    2. Normal development
    3. Health care

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN MATERNAL AND CHILD NURSING (ASSOCIATE DEGREE LEVEL)

Betsy Lehman, *Pace University — Pleasantville Campus*
Adele Mitchell, *Suffolk Community College*
Patricia Ann Morrissey, *Bronx Community College*
Marie Powers, *Corning Community College*
Lois Roach, *Broome Community College*

MATERNAL AND CHILD NURSING (BACCALAUREATE DEGREE LEVEL)

Credits: 12

(Administered nationwide)

Important: This test cannot be used for the nursing component of the Regents External Associate Degrees in Nursing. Under certain circumstances it may be used to meet requirements for the Regents External Bachelor of Science (nursing) degree, as described in the "Degree Programs" section of this catalog.

OBJECTIVES

The emphasis in the College Proficiency Examination in Maternal and Child Nursing is placed upon the understanding of the theoretical basis for nursing action and the utilization of the nursing process in given written situations.

The candidate should be prepared to demonstrate:

1. Knowledge of physiology and pathophysiology in maternal and child nursing.
2. Knowledge of theoretical frameworks as they apply to family functioning.
3. Ability to utilize the nursing process in given written situations by:
    a. Assessing a number of variables
    b. Developing a plan of action
    c. Implementing a plan of action
    d. Evaluating specific actions

CONTENT

I. The Individual
  A. Mother
    1. Antepartum
      a. Physiological and psychological responses
      b. Fetal development (genetic abnormalities, Rh factor, etc.)
      c. Patient teaching (breast-feeding, nutrition, etc.)
      d. Deviations from normal
    2. Intrapartum
      a. Anatomical and physiological changes
      b. Labor care (stages, breathing patterns, etc.)
      c. Physical assessment of fetus during labor
      d. Deviations from normal
      e. Postoperative evaluation
    3. Postpartum
      a. Physical assessment of the mother (fundus, lochia, onset of lactation, etc.)
      b. Patient teaching
      c. Physiological stressors
      d. Complications
  B. Neonate
    1. Physiological assessment of neonate (lab data, Apgar scoring, etc.)
    2. Infant care and management
    3. Deviations from normal
  C. Child
    1. Health supervision of the well child
    2. Problems related to growth and development (temper tantrums, toilet training, etc.)
    3. Common childhood illnesses
    4. Short-term or acute problems often requiring hospitalization
    5. Congenital anomalies
    6. Long-term and terminal illnesses
    7. Reaction to illness
    8. Concepts of death and grieving process
II. The Family
  A. Family relationships
    1. Developmental tasks
    2. Childhood, adolescence, childbearing, childrearing
    3. Level of functioning as a family unit
    4. Attainment of roles
    5. Adaptive or maladaptive coping responses (to sibling rivalry, long-term illness, separation anxiety, etc.)
  B. Sexuality
    1. Childhood sexuality
    2. Adolescent sexuality
    3. Human sexual response
    4. Deviations from normal (homosexuality, sexual dysfunction, etc.)
III. Social Issues and Community Resources
  A. Knowledge of specific social issues (venereal disease, battered child, immunization, etc.)
  B. Assessment of the community's available resources and need for additional resources
  C. Health teaching, counseling, and guidance (family planning, La Leche, etc.)

SUGGESTED STUDY AID

A bibliography of recommended readings may be ordered from the College Proficiency-Regents External Degree program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN MATERNAL AND CHILD NURSING (BACCALAUREATE DEGREE LEVEL)

Carole Blair, *State University of New York at Stony Brook*
Mary Ruth Finn, *Niagara University*
Mary Norma O'Hara, *State University of New York at Buffalo*
Anne Rudolph, *State University of New York at Albany*
Rosalind Wang, *Russell Sage College*
Lucy Warren, *Columbia University*

MEDICAL-SURGICAL NURSING **Credits: 12**

Important: This examination was administered through November 1975, and replaced by Adult Nursing beginning with the February 1976 administration. For the content outline please refer to page 269.

PSYCHIATRIC-MENTAL HEALTH NURSING **Credits: 6**

(Administered nationwide)

Important: This examination cannot be used to meet requirements for the Regents External Associate Degrees in Nursing. Under certain circumstances, this examination may be used to meet requirements for the Regents External Bachelor of Science (nursing) degree, as described in the "Degree Programs" section of this catalog.

OBJECTIVES

The emphasis in the College Proficiency Examination in Psychiatric-Mental Health Nursing is placed upon the application of psychiatric-mental health theory to the nursing situation. The candidate should be prepared to demonstrate:

1. A knowledge of principles, dynamics, and appropriate terminology related to the content areas listed below.
2. The ability to recognize and apply principles and theories to a variety of nursing situations and in a variety of settings.
3. The ability to utilize a problem-solving approach in the assessment, intervention, and evaluation process.

CONTENT

I. Nursing Assessment
  A. Personality development
    1. Developmental tasks (familiarity with the process and outcomes of each developmental task outlined by Erikson)
    2. Human needs (recognition of the 5 human needs identified by Maslow)
    3. Personality structures
      a. Freud — development and functions of the id, ego, and superego
      b. Sullivan — personality development as seen through the concept of the development of the "self-system"
    4. Coping and adapting mechanisms
      a. Physiological and behavioral manifestations of the various levels of anxiety

b. Defense mechanisms
c. Coping mechanisms (conscious mechanisms to relieve anxiety)
5. Sociocultural factors
a. Socioeconomic factors
b. Ethnic groups
6. Homeostasis systems theory (understanding the concept of homeostasis and its applications to systems theory)
7. Family influence
B. Family development: understanding developmental crises of the family
C. Psychopathology: identification and differentiation of specific symptomology
1. Psychosis
a. Functional
b. Organic
2. Neurosis
a. Anxiety neurosis
b. Depressive neurosis
c. Obsessive-compulsive neurosis
d. Conversion reaction
3. Substance abuse
a. Alcohol
b. Drug
c. Food
4. Emotional disorders of childhood (e.g., infantile autism, childhood schizophrenia, depressive reactions)
5. Psychophysiological disorders
6. Personality disorders
D. Theoretical explanations for abnormal behavior
1. Phenomenological (an existential approach to experiencing reality)
2. Intrapsychic (originates in faulty experiences in early life)
3. Interpersonal (arising from differences in interpersonal experiences)
4. Sociological
5. Biochemical (arising from the biological processes of the individual, e.g., genetics, chemical, and pharmacological)
6. Learning
7. Epidemiological

II. Nursing Intervention
A. Nurse-patient relationship
1. Stages of relationship
2. Communication skills
a. Processes of communication
b. Therapeutic and nontherapeutic
c. Interviewing skills
3. Levels of prevention (theoretical framework as explained by Gerald Caplan)
a. Primary prevention — reducing the incidence of mental disorders of all type in the community; crisis intervention
b. Secondary prevention — reducing th duration of mental disorders of al types in the community; understandin treatment concepts and their relate nursing interventions (i.e., psychotherapeutic, somatic)
c. Tertiary prevention — reducing the impairment resulting from mental disorders of all types in the community
B. Nurse-group relationship
Application of theories of group dynamics
1. Interdisciplinary
2. Community
3. Nurse-family relationships

III. Nursing Evaluation
Application of principles and concepts of evaluation, such as:
A. Validation with the patient
B. Re-examining priorities of goals
C. Recording of nursing interventions
D. Peer review
E. Accountability of the nurse for her own practice

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

CPE COMMITTEE IN PSYCHIATRIC-MENTAL HEALTH NURSING

Elaine Eisenman, *Herbert H. Lehman College of The City University of New York*
Kathryn Gardner, *University of Rochester School of Nursing*
Hanna Jacobson, *State University of New York at Binghamton*
Maureen Monck, *Psychotherapist, Private Practice*
Joan Sayre, *Hunter College of The City University of New York, Bellevue School of Nursin*

REGENTS EXTERNAL DEGREE EXAMINATIONS IN NURSING

ASSOCIATE DEGREES IN NURSING EXAMINATIONS

The Regents External Degree Examinations in nursing generally are used to satisfy requirements of the Regents External Degree Program leading to the Associate in Applied Science (nursing) or the Associate in Science (nursing) degree. College Proficiency Examinations in Nursing (described earlier) should *not* be taken to meet requirements of External Associate Degrees in Nursing. Complete information on the Regents External Associate Degrees in Nursing may be found in Part I of this catalog. Examination descriptions follow. The Clinical Performance in Nursing Examination is discussed on page 290-292.

COMMONALITIES IN NURSING CARE — AREA I **Credits: 4**

(Administered nationwide)

In testing for a knowledge of nursing care and actions common to all people, the Regents External Degree Examination in Commonalities in Nursing Care will focus on the common, recurring nursing problems encountered by the technical nurse. While dealing with the knowledge on an integrated basis rather than by content area, the questions will assume a knowledge and understanding of anatomy and physiology and technical vocabulary normally possessed by the associate degree nurse.

The Commonalities in Nursing Care — Area I examination focuses on the nursing care of patients which relates to Comfort, Rest, and Activity of man; Nutrition; Elimination; and Skin and Mucous Membranes.

CONTENT

I. The Comfort, Rest, and Activity of Man
  A. Physical stress
    1. Definition
    2. Indicators or signs of physical stress
    3. Factors creating physical stress (e.g., noises, pain, changes in temperature, and improper position or body mechanics)
    4. Adaptive mechanisms
  B. Psychological stress
    1. Definition
    2. Indicators or signs of psychological stress
    3. Factors creating psychological stress (e.g., pain, lack of information, unfamiliar environment)
    4. Adaptive mechanisms
      a. Denial
      b. Withdrawal
      c. Acting out
      d. Coping
      e. Regression
  C. Mobility vs. immobility
    1. Exercise needs
      a. Active
      b. Passive
    2. Activities of daily living — range of motion
    3. Effects of bed rest
    4. Effects of prolonged position
    5. Ambulation
    6. Principles of body mechanics for proper nursing actions
    7. Sleep
    8. Transfer techniques for moving patients
  D. Nursing actions to maintain comfort, rest, and activity
    1. Assessment
      a. Need for rest and activity within the patient's limitations
      b. Behaviors observed
      c. Position of patient
      d. Restrictions imposed on the patient's mobility
    2. Plan for:
      a. Levels of prescribed activity
      b. Periods of rest and activity
    3. Implementation
      a. Physical comfort
        (1) Use comfort and/or supportive devices to maintain normal body alignment
        (2) Regulate environmental temperature
        (3) Eliminate or alleviate pain
        (4) Use measures (including medications) to induce rest and sleep
        (5) Use principles of body mechanics when transporting patients
        (6) Maintain mobility and muscle tone by use of appropriate exercises

(7) Eliminate or minimize annoying noises, sights, and odors
b. Psychological comfort
(1) Support patient's adaptive mechanisms
(2) Establish a positive nurse-patient relationship
(3) Keep channels of communication open
(4) Involve patient in decision-making (e.g., plan of care)
4. Evaluation
a. Reviews methods used to induce comfort, rest, and activity
b. Records and reports activity status of patient
II. Nutrition
A. Definition of normal nutrition
B. Factors influencing nutrition
1. Cultural differences
a. Regarding the significance and/or meaning of food
b. Regarding food preferences
2. Socioeconomic
3. Physical environment (e.g., pleasant surroundings)
4. Adaptations in diet due to
a. Age group (e.g., consistency of food)
b. Physical or mechanical limitations (e.g., dental problems)
5. Effect of patient's physical condition on appetite
C. Essential nutrients
1. The basic four
2. Effect on body of
a. Proteins
b. Fats
c. Carbohydrates
d. Vitamins
e. Minerals
3. Foods with high content of
a. Proteins
b. Fats
c. Carbohydrates
4. Normal caloric needs of individuals with regard to
a. Age group
b. Physical activity
D. Common modification in diet (soft, clear liquid, full liquid, regular)
1. Foods included in each diet
a. Type of foods
b. Consistency of foods
2. Reasons for patient being placed on each type of diet
E. Nursing actions related to nutrition
1. Assessing
a. Patient's food preferences
b. Whether or not food is ingested
c. Whether diet is appropriate for patient
2. Planning
a. Provide an environment (physical and psychological) conducive to good nutrition
b. Check food order for adherence to prescribed diet
c. Assist patient in food selection
d. Serve food at appropriate temperatures
3. Implementation
a. Assist patient as necessary
(1) Positioning the patient
(2) Placing food in field of vision
(3) Providing appropriate devices (e.g., straws, feeding cups)
b. Encourage patient to do what he/she can for himself/herself
c. Use appropriate techniques for feeding the patient (e.g., gavage)
4. Evaluation
a. Make problems known to appropriate member of health team
b. Determine and record amount of food ingested
III. Elimination
A. Common disturbances
1. Intestinal (constipation, diarrhea)
a. Causes
b. Implications of each
c. Treatment of each
(1) Measures to relieve
(2) Medications used
2. Urinary (incontinence, frequency, retention)
a. Causes
b. Implications of each
c. Treatment of each
(1) Measures to relieve
(2) Medications used
B. Nursing actions related to elimination
1. Assessment
a. Identify the individual patient's daily pattern of bowel and bladder elimination
b. Identify common disturbances of the elimination process
2. Plan measures to support the normal pattern of elimination by providing
a. Adequate nutrition
b. Appropriate degree of exercise
c. Stress diminished environment
d. Privacy
3. Implement measures to support normal patterns of elimination
a. Position, time, and physical environment
b. Irrigate, instill, or empty fluid in bowel and bladder
(1) Factors aiding fluid flow
(2) Factors hindering fluid flow
c. Collect specimens

4. Evaluation (Record and Report)
   a. Method of elimination
   b. Frequency of elimination
   c. Amount and characteristics of urine and stool
   d. Time of elimination
   e. Effect on patient of elimination

IV. The Skin and Mucous Membrane
- A. Nursing actions related to maintaining the integrity of the skin
  - 1. Assessment
    - a. Observe variations in:
      - (1) Skin turgor
      - (2) Moisture of skin
      - (3) Color
      - (4) Temperature
      - (5) Skin irritation and breakdown (decubiti)
      - (6) Condition of hair and nails
    - b. Determine individual's need for assistance in maintaining this line of defense
      - (1) Skin condition
      - (2) Activity status
  - 2. Planning
    - a. Plan time for hygienic care
    - b. Plan type of care needed
  - 3. Implementation — assist patient as required with:
    - a. Normal needs
    - b. Variations observed during assessment
- B. Nursing actions related to maintaining the integrity of the mucous membrane
  - 1. Assessment
    - a. Observe variations in:
      - (1) Color
      - (2) Moisture
      - (3) Break in continuity
      - (4) Cleanliness
      - (5) General condition
    - b. Determine individual's need for assistance in maintaining this line of defense
  - 2. Planning
    - a. Plan time for hygienic care of natural body orifices
    - b. Plan type of care needed
  - 3. Implementation — assist patient with hygienic care of natural body orifices (i.e., eyes, mouth, nose, rectum, urethra, vagina)
    - a. Artificial devices
    - b. Conditioners
    - c. Proper equipment

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

COMMONALITIES IN NURSING CARE — AREA II

Credits: 4

(Administered nationwide)

OBJECTIVES

In testing for a knowledge of nursing care and actions common to all people, the Regents External Degree Examination in Commonalities in Nursing Care will focus on the common, recurring nursing problems encountered by the technical nurse. While dealing with the knowledge on an integrated basis rather than by content area, the questions will assume a knowledge and understanding of anatomy and physiology and technical vocabulary normally possessed by the associate degree nurse.

The Commonalities in Nursing Care — Area II examination focuses on the nursing care of patients related to Fluid and Electrolyte Balance; Asepsis; Communication and Interpersonal Relations; Safety; and Oxygenation.

CONTENT

I. Fluid and Electrolyte Balance
- A. Fluid imbalance
  - 1. Signs and symptoms of a deficiency of fluids
  - 2. Signs and symptoms of an excess of fluids
- B. Electrolyte imbalance (i.e., sodium, potassium, calcium, chloride)
  - 1. Signs and symptoms of a deficiency of each
  - 2. Signs and symptoms of an excess of each
- C. Common interferences affecting fluid and electrolyte balance
  - 1. Perspiration
  - 2. Vomiting

    - 3. Diarrhea
    - 4. NPO
  - D. Replacement of fluids and electrolytes
    - 1. Natural
    - 2. Artificial (parenteral)
  - E. Nursing actions related to fluid and electrolyte balance
    - 1. Assessing the signs and symptoms of imbalance
      - a. Increased or decreased output
      - b. Dry mouth
      - c. Poor skin turgor
      - d. Color
      - e. Change in weight
      - f. Thirst
      - g. Edema
    - 2. Plan
      - a. An adequate fluid intake
      - b. A pattern of fluid intake based on individual patient's needs and preferences
    - 3. Implementation
      - a. Measure and record intake and output
      - b. Assist with parenteral administration of fluids
        - (1) Calculate flow rate
        - (2) Monitor flow rate
        - (3) Change bottles
        - (4) Look for signs of untoward reactions
      - c. Weigh patients
      - d. Ways to restrict fluid intake (e.g., informing patient, limiting amount of fluid at bedside, using sign stating "NPO or restricted fluids")
      - e. Ways to promote fluid intake (e.g., informing patient, increasing amount of fluid at bedside, using sign stating "Force Fluids"
    - 4. Evaluation
      - a. Record and report results of nursing actions in relation to plan of care
      - b. Record and report observations in relation to plan of care
- II. Asepsis
  - A. Concepts pertaining to asepsis
    - 1. Disinfection
    - 2. Sterilization
    - 3. Barriers
      - a. Medical asepsis (containment)
      - b. Surgical asepsis (exclusion)
    - 4. Infection
      - a. Common sources
      - b. Common methods of transmittal
        - (1) Food
        - (2) Air
        - (3) Blood
        - (4) Excreta
  - B. Nursing actions relating to asepsis
    - 1. Assess the adequacy of the physical environment to contain or exclude organisms
    - 2. Plan:
      - a. To determine the appropriate methods to be used
      - b. To secure the appropriate barriers to implement the technique
    - 3. Implement:
      - a. Appropriate actions to contain organisms
      - b. Appropriate actions to exclude organisms
    - 4. Continuous reassessment of the physical environment
      - a. Recognize breaks in aseptic technique
      - b. Correct breaks in aseptic technique
- III. Communications and Interpersonal Relations
  - A. Definition of a relationship
    - 1. Social vs. therapeutic
    - 2. Therapeutic
  - B. Ingredients in a relationship
    - 1. Caring
    - 2. Love
    - 3. Trust
    - 4. Self-esteem
    - 5. Dependency
    - 6. Acceptance
  - C. Factors influencing a relationship
    - 1. Perception of relationship
      - a. Self
      - b. Social and cultural values
      - c. Experiences
      - d. Needs
    - 2. Roles (assumed and assigned)
      - a. Nurse as person (various roles)
      - b. Patient as person (various roles)
  - D. Communication
    - 1. Definition: goal-directed
    - 2. Techniques
      - a. Verbal
        - (1) Using broad opening statements
        - (2) Reflecting
        - (3) Validating
      - b. Non-verbal
        - (1) Silence
        - (2) Posture (i.e., body language)
        - (3) Facial expressions
  - E. Factors limiting communication
    - 1. Unfamiliar environment or task
      - a. Fear
      - b. Anxiety
    - 2. Language barriers
    - 3. Facial expression
    - 4. Tone of voice
    - 5. Adaptive mechanisms
  - F. Nursing actions related to interpersonal relations and communication
    - 1. Assessment
      - a. Identify overt and covert behavior
      - b. Determine need for communication
    - 2. Provide ways to open channels of communication

    3. Implementation
        a. Listening
        b. Posture
        c. Use of therapeutic technique to facilitate communication
    4. Evaluation
        a. Validate findings with other personnel and family
        b. Reorder plan for communication

IV. Safety
  A. Mechanical
    1. Protective devices
        a. Side rails
        b. Restraints
    2. Equipment in proper working order
    3. Environmental hazards (e.g., falls)
  B. Thermal
    1. Fire prevention
    2. Application of heat and cold
    3. Use of electrical equipment
  C. Chemical
    1. Technique of administration of medications
    2. Radiation hazards (e.g., X-rays)
  D. Nursing actions related to safe environment
    1. Assessment
        a. Patient's physical and mental capabilities
        b. Note potential hazards in patient's environment
    2. Planning
        a. Orient patient to environment
        b. Orient personnel to environment
        c. Provide for protective measures
    3. Implementation
        a. Check working order of equipment prior to use
        b. Check physician's order for treatment
        c. Check identification of patient
        d. Check at appropriate intervals of therapy
        e. Know fire regulations of health facility
        f. Know location of patients
        g. Use equipment for purposes intended
        h. Prepare incident reports for accidents
        i. Place furniture in appropriate position for safe mobility
        j. Place bell cord in convenient position for patient
        k. Report and/or replace defective equipment
    4. Evaluation
        a. Observe and record implementation of safety measures
        b. Determine appropriateness of safety measures

V. Oxygenation
  A. Facilitate supply of oxygen
    1. Ventilation
    2. Patent airway
    3. Position
    4. Replacement therapy
    5. Tracheal suctioning
  B. Signs of excess and deficiency of oxygen supply
  C. Nursing actions related to oxygenation
    1. Assessment
        a. Observe for oxygen excess
        b. Observe for oxygen deficiency
            (1) Color
            (2) Tolerance for activity
            (3) Vital signs — alterations
    2. Planning
        a. Know location of emergency oxygen tank
        b. Provide for ventilation or air supply
        c. Check position
    3. Implementation
        a. Eliminate hazards in environment (e.g., signs, electrical equipment)
        b. Use proper devices to maintain oxygen supply
            (1) Tent
            (2) Mask
            (3) Cannula
            (4) Suction apparatus
        c. Regulate oxygen flow
        d. Mouth-to-mouth resuscitation
    4. Evaluation
        a. Record and report oxygen flow and concentration where appropriate
        b. Record and report vital signs
        c. Record and report signs of oxygen excess and deficiency

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN COMMONALITIES IN NURSING CARE — AREAS I AND II

Adelaide Bash, *Bergen Community College*
Virginia Christiansen, *Onondaga Community College*
Luella Fox, *Jamestown Community College*
Patricia Irons, *Queensborough Community College*
Sister Gail Waring, *Maria College*

DIFFERENCES IN NURSING CARE — AREA I

Credits: 4

(Administered nationwide)

This examination is designed to test an individual's knowledge and understanding of the common and specific manifestations of health problems. The examinee will be required to know the differences in nursing care that result from specific health problems and the individual's response. The examination will test for nursing knowledge in the areas of Medical, Surgical, Obstetric, and Pediatric Nursing. The test requires knowledge and understanding of anatomy and physiology, physical-emotional developmental levels, pathophysiology and psychosocial aspects of illness associated with the acute and long-term health problems occurring during the life cycle from birth through senescence.

The Differences in Nursing Care — Area I examination focuses on the nursing care of patients which is related to Oxygenation and Cell Growth.

CONTENT

I. Oxygenation
  A. Common manifestation of alterations in oxygenation
    1. Body temperature
    2. Skin color
    3. Behavioral response
      a. Anxiety
      b. Perception
      c. Sensory changes
    4. Cell nutrition
  B. Specific factors influencing differences in response to impaired oxygenation
    1. Site (local vs. systemic)
    2. Causative factors
      a. Intake-supply
      b. Absorption
      c. Transportation
      d. Utilization
    3. Extent or severity
    4. Duration
    5. The individual's response
      a. Age
      b. Physical stress
    6. Prevention
  C. Nursing care related to common manifestations (e.g., nutrition, medications)
    1. Increase oxygen supply to cell
      a. Positioning
      b. Reduction of pressure
      c. Ventilation
      d. Nutrition
    2. Reduce cell demand for oxygen
      a. Physical
        (1) Rest
        (2) Immobilization
      b. Behavioral
        (1) Limit external stimuli
        (2) Provide opportunity for expression of feelings
        (3) Provide needed information about illness
  D. Nursing care related to individuals with an oxygen problem differs because of the following factors
    1. Prevention
    2. Duration
    3. Increase in supply
    4. Decrease in demand
    5. Physiological level of development
II. Cell Growth
  A. Common manifestations in cell growth
    1. Alteration in size
    2. Alteration in rate of growth
    3. Altered function of involved cell
    4. Changes in vascularity
    5. Displacement of surrounding tissue
    6. Anxiety
  B. Specific factors influencing the differences in cell growth (e.g., nutrition, medications)
    1. Site
    2. Susceptibility of cell (predisposition or potentiality)
    3. Extent or severity
    4. Individual's response
      a. Age
      b. Physiological development

        - c. Level of physical and emotional resistance
        - d. Psychosocial development
- C. Nursing care related to common manifestations in cell growth
    - 1. Participation in dissemination of information
        - a. Prevention
        - b. Detection
        - c. Diagnosis
        - d. Treatment
    - 2. Reorganization of patient's defenses
        - a. Allowance of time for expression of feelings
        - b. Provision of needed factual information about condition and community resources to patient and family
        - c. Protect patient from superimposed stress
            - (1) Physical (e.g., rubella, infections)
            - (2) Emotional (e.g., explanation of procedures)
        - d. Rehabilitation
    - 3. Management of nutritional needs
        - a. Dietary
            - (1) Restrictions
            - (2) Alterations
            - (3) Replacements
        - b. Fluid and electrolytes
            - (1) Restrictions
            - (2) Alterations
            - (3) Replacements
    - 4. Recognition of patient's fear and anxiety related to the ideation of:
        - a. Changes in body image
        - b. Pain
        - c. Death
- D. Nursing care related to individuals with cell growth differs because of the following factors:
    - 1. Extent or severity
    - 2. Age and physiological level of development
    - 3. Emotional factors
    - 4. Social-cultural factors
    - 5. Loss of function
    - 6. Nutrition

SUGGESTED STUDY AID

A study guide may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN DIFFERENCES IN NURSING CARE — AREA I

Thais Ashkenas, *Orange County Community College*
Nancy Bond, *State University of New York Agricultural and Technical College at Morrisville*
Rose Marie McMahon, *Queensborough Community College*
Edith Schwarz, *State University Agricultural and Technical College at Farmingdale*

DIFFERENCES IN NURSING CARE — AREA II **Credits: 4**

(Administered nationwide)

This examination is designed to test an individual's knowledge and understanding of the common and specific manifestations of health problems. The examinee will be required to know how the differences in nursing care result from specific health problems and the individual's response. The examination will test for nursing knowledge in the areas of Medical, Surgical, Obstetric, and Pediatric nursing and mental illness. It requires knowledge and understanding of anatomy and physiology, physical-emotional developmental levels, pathophysiology, and psychosocial aspects of illness associated with acute and long-term health problems occurring during the life cycle from birth through senescence.

The Differences in Nursing Care — Area II examination focuses on the nursing care of patients which is related to Behavioral Responses and Body Secretions.

CONTENT

- I. Behavioral Responses
  - A. Common manifestations
    - 1. Anxiety
    - 2. Use of defense mechanisms
  - B. Specific factors influencing differences in responses
    - 1. Individual
      - a. Personality
      - b. Developmental level
      - c. Past experience (e.g., family, health status)
      - d. Biochemical, genetic influence
    - 2. Cultural (e.g., race, religion, nationality, ethnic group)
    - 3. Environmental
      - a. Situation
      - b. Setting
      - c. Time
      - d. Number or degree
  - C. Nursing care related to common manifestations (e.g., listening to the patient, encouraging communication, recognizing the patient's strengths and limitations, manipulating the environment — chemical restraints)
    - 1. Helping the patient reorganize his or her defenses
    - 2. Reducing stress
  - D. Nursing care related to individuals with problems manifested by behavioral responses differs because of the following factors:
    - 1. Communication
    - 2. Interpersonal relations
    - 3. Self-concept (body image)
    - 4. Reality-testing
    - 5. Affect
    - 6. Physical function
- II. The Body Secretions (Endocrine)
  - A. Common manifestations of alterations in the regulatory process
    - 1. Excess/or deficiency of secretion
    - 2. Fluid and electrolyte imbalance
      - a. Blood changes
      - b. Excretory changes
      - c. Inter- and intra-cellular changes
    - 3. Physical changes
      - a. Weight
      - b. Stamina
      - c. Vital signs
      - d. Skin
    - 4. Emotional changes
      - a. Mood
      - b. Intellectual activity
        - (1) Perception
        - (2) Reality-testing
        - (3) Body image
    - 5. Feedback mechanism
  - B. Specific factors influencing differences in the response to the alteration in regulatory process
    - 1. Site
    - 2. The individual's response
      - a. Age
      - b. Level of development
      - c. Amount of secretion
      - d. Functioning of feedback mechanism
      - e. Physical factors
        - (1) Preceding
        - (2) Superimposed
  - C. Nursing care related to common manifestations (e.g., nutrition, medications)
    - 1. Reorganization of the patient's defenses
      - a. Protect from superimposed stress
        - (1) Emotional
        - (2) Physical
      - b. Provide patient with needed factual information about his illness
      - c. Use replacement therapy — hormonal
    - 2. Management of nutritional needs
      - a. Dietary
        - (1) Restrictions
        - (2) Alterations
        - (3) Replacement
      - b. Fluid and electrolyte
        - (1) Restrictions
        - (2) Alterations
        - (3) Replacement
    - 3. Recognition of emotional needs
      - a. Difficulty arising from accepting and following regimes
      - b. Mood changes resulting from internal rather than external source
    - 4. Management of emotional needs
      - a. Control external stimuli
      - b. Provide opportunity for communication
  - D. Nursing care related to individuals with an altered regulatory process differing because of:
    - 1. Pathophysiological effect on developmental stage
    - 2. Behavioral response
    - 3. Nutritional response
    - 4. Other organs affected
    - 5. Normal developmental stages

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN DIFFERENCES IN NURSING CARE — AREA II

Catherine Kelly, *State University Agricultural and Technical College at Canton*
Carol Lofstedt, *Bronx Community College*
Linnea Luuri, *Corning Community College*
Patricia Reckenbeil, *Suffolk County Community College*
Hilda Richards, *Medgar Evers College of The City University of New York*
Ethel Sawyer, *Mohawk Valley Community College*

DIFFERENCES IN NURSING CARE — AREA III

(Administered nationwide)

Credits: 4

This examination is designed to test an individual's knowledge and understanding of the common and specific manifestations of health problems. The examinee will be required to know the differences in nursing care that result from specific health problems and the individual's response. The examination will test for nursing knowledge in the areas of Medical, Surgical, Obstetric, and Pediatric Nursing and Mental Illness. It requires knowledge and understanding of anatomy and physiology, physical-emotional developmental levels, pathophysiology, and psychosocial aspects of illness associated with acute and long-term health problems occurring during the life cycle from birth through senescence.

The Differences in Nursing Care — Area III examination focuses on the nursing care of patients which is related to the Infectious Process; Tissue Trauma; and the Neuromuscular Network.

CONTENT

I. The Infectious Process
  A. Common manifestations of the infectious process
    1. Discomfort
      a. Physical
      b. Emotional
    2. Edema
    3. Immobility
    4. Heat
    5. Erythema
    6. Immunological response (phagocytosis, antigen antibody reaction)
  B. Specific factors influencing differences in response to the infectious process
    1. Site
    2. Causative factor
    3. Extent or severity
    4. Local vs. systemic infectious process
    5. The individual's response
      a. Level of resistance (physical and emotional)
      b. Age
  C. Nursing care related to common manifestations (e.g., isolation, rest, immobilization, nutrition, medication)
    1. Limit the spread of infection:
      a. To other parts of the body
      b. To other persons
    2. Help the patient reorganize his or her own defenses
    3. Manage nutritional needs
  D. Nursing care related to individuals with an infectious process differs because of the following factors:
    1. Mode of transmission

- 4. Level of physiological development of patient
- 5. Level of psychosocial development of patient
- 6. Function of the body part involved
- 7. Extent of infection

II. Tissue Trauma
- A. Common manifestations of tissue trauma
  - 1. Inflammatory process
    - a. Edema
    - b. Heat
    - c. Erythema
    - d. Immobility
  - 2. Discomfort
    - a. Physical (pain)
    - b. Emotional
  - 3. Hard or soft tissue alteration
- B. Specific factors influencing differences in response to the tissue trauma
  - 1. Site
  - 2. Causative factor
  - 3. Extent or severity
  - 4. Individual's response
    - a. Age
    - b. Psychosocial development
    - c. Physiological development
- C. Nursing care related to the common manifestations (e.g., medications)
  - 1. Limiting the extent of trauma
    - a. Prevention of infection
    - b. Prevention of further loss of function
      - (1) Contractures
      - (2) Deformities
      - (3) Atrophy
  - 2. Reorganization of patient's defenses
    - a. Reduction of pain
    - b. Replacement of tissue fluid and electrolyte loss
    - c. Rehabilitation
    - d. Emotional support
      - (1) Allowing time to express feelings
      - (2) Provision of needed factual information, such as condition and community resources
- D. Nursing care related to individuals with tissue trauma differs because of the following factors:
  - 1. Site
  - 2. Causative factor
  - 3. Extent or severity
  - 4. Age and physiological development
  - 5. Emotions
  - 6. Social-cultural background
  - 7. Nutrition

III. Neuromuscular Network
- A. Common manifestations of an impaired neuromuscular network
  - 1. Impaired motor function
    - a. Coordination
    - b. Mobility
  - 2. Impaired sensory function (changes in perception)
  - 3. Emotional discomfort
- B. Specific factors influencing differences in response to the impaired neuromuscular network
  - 1. Site
  - 2. Causative factor
  - 3. Extent or severity
  - 4. Peripheral vs. CNS
  - 5. Individual's response
    - a. Age
    - b. Level of physiological development
    - c. Psychosocial development
- C. Nursing care related to common manifestations (e.g., medications)
  - 1. Control of environment to protect patient
  - 2. Prevention of further loss of function
    - a. Nutrition
    - b. ROM
    - c. Position
  - 3. Reorganization of patient's defenses
    - a. Allowing time for expression of feelings
    - b. Provision of needed factual information about condition and community resources to patient, and family
    - c. Rehabilitation
- D. Nursing care related to individuals with an impaired neuromuscular network differs because of the following factors:
  - 1. Site
  - 2. Causative factor
  - 3. Extent or severity
  - 4. Emotions
  - 5. Social-cultural background

SUGGESTED STUDY AID

A study aid may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN DIFFERENCES IN NURSING CARE — AREA III

Sylvia Currah, *Mohawk Valley Community College*
Phyllis Pelikan, *Nassau Community College*
Gail Rosettie, *Maria College*
Nancy Latterner, *Nassau Community College*

NURSING HEALTH CARE **Credits: 4**

(Administered nationwide)

The Regents External Degree Examination in Nursing Health Care is designed to test an individual's knowledge and understanding of the basic concepts in health, as well as the interrelationship of the psychosocial and cultural factors which affect health and nursing care. The examination will focus on the Health Continuum, Factors Influencing Common Health Deviations, and the Health Care Delivery System.

CONTENT

- I. The Health Continuum
  - A. Concepts of health
    - 1. Definition of health (World Health Organization)
    - 2. Normal components necessary to maintain health
      - a. Physiological
        - (1) Nutrition
        - (2) Oxygen
        - (3) Elimination
        - (4) Exercise, rest, and sleep
      - b. Psychosocial
        - (1) Love
        - (2) Security
        - (3) Warmth
        - (4) Identity
        - (5) Privacy
        - (6) Communication
        - (7) Diversional activity
    - 3. Levels of health (different concepts of health)
      - a. Levels of wellness
      - b. Stress and adaptation
      - c. Man adapting
      - d. Health and sickness in society
  - B. Factors influencing health
    - 1. Congenital
    - 2. Cultural
    - 3. Psychosocial
    - 4. Economic
    - 5. Age (e.g., developmental)
    - 6. Geographic location
    - 7. Physical environment
    - 8. Social environment
    - 9. Stress
- II. Factors Influencing Common Health Deviations
  - A. Congenital
    - 1. Genetic errors and predispositions (e.g., inborn errors of metabolism, hemophilia)
    - 2. Intrauterine development
      - a. Structural (e.g., cleft palate, mental retardation)
      - b. Physiological
  - B. Cultural values and attitudes
    - 1. Dietary patterns
    - 2. Religious restrictions, taboos, and beliefs
    - 3. Hygienic practices
  - C. Psychosocial
    - 1. Incomplete maturational development
    - 2. Stress and behavioral responses
      - a. Physical
      - b. Biological
      - c. Emotional
    - 3. Societal trends (e.g., use of alcohol and drugs, changing family patterns)
  - D. Economic
    - 1. Poverty
      - a. Malnutrition
      - b. Sanitation
      - c. Housing conditions
      - d. Barriers to provision for and/or utilization of health facilities
    - 2. Affluence
      - a. Malnutrition
      - b. Increased incidence of fatal and/or crippling accidents
  - E. Environmental
    - 1. Geographic
      - a. Parasitic and bacillary infections
      - b. Natural disasters (e.g., floods, earthquakes, tornadoes)
      - c. Seasonal changes resulting in an increased occurrence of different types of accidents

2. Ecological (e.g., air, noise, and water pollution)

III. Health Care Delivery System
A. Social forces bringing about its development
1. Changing social and economic conditions
a. Urbanization
b. Industrialization
c. Education
2. Increasing awareness on part of government and its citizens
B. Events resulting from social forces
1. Legislation
a. Federal (e.g., Social Security, Medicare, Pure Food and Drug Act)
b. State (e.g., Medicaid)
c. Local (e.g., school laws)
d. Public funding of projects and services
2. Research
a. Prophylaxis
b. Immunization
c. Chemotherapy
d. Therapy
3. Changing health needs of society
a. Increased life expectancy
b. Changing birth and death rates
c. Availability of health services
C. Current practices and trends in delivery of services
1. Organization and administration
a. Health team concept (including home care)
b. Community involvement and responsibility
2. Types of facilities
a. Primary (e.g., preventive, maintenance and promotion of health, HMO's)
b. Acute care facilities
c. Extended care facilities (e.g., nursing homes, rehabilitation centers)

IV. Implications of Above Areas for Nursing—To participate effectively in the delivery of health services, the technical nurse requires:
A. Knowledge of measures and techniques which promote health in varying degrees within the total health spectrum
1. Prophylactic
2. Therapeutic
3. Supportive and palliative
4. Rehabilitative
5. Achieving optimal levels of wellness
a. Within individuals
b. Within families
B. Ability to identify the interrelatedness of psychosocial and biophysical factors in individual responses to health situations
1. Illness as a response to psychological stress
2. Psychological stress as a response to physiological stress or illness
3. Environmental and cultural influences on health patterns
C. Ability to select and apply measures to achieve possible health goals of individuals and families
1. Health status
a. Potential for it
b. Limitations on it
2. Available psychological, physical, and economic resources
a. Community
b. Family
c. Individual
D. Ability to communicate relevant health information pertaining to the ongoing planning of health care
1. To the individual
2. To the family
3. To members of the health team
E. Ability to participate in the ongoing assessment of the effectiveness of measures and the need to modify measures
1. Changes in health status
2. Effectiveness of regimens and/or plans

SUGGESTED STUDY AID

A study guide may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN NURSING HEALTH CARE

Janet Clark, *Rockland Community College*
Mildred Hoff, *Dutchess Community College*
Florence Irwin, *Ulster County Community College*
Breda Nolan, *Nassau Community College*
Arlene Sherman, *Brookdale Community College*
Beverly Warner, *Mohawk Valley Community College*

OCCUPATIONAL STRATEGY

(Administered nationwide)

Credits: 6

The Regents External Degree Examination in Occupational Strategy is designed to test an individual's knowledge and understanding of the role of the technical nurse as he or she contributes to the current practice of nursing within the legal limitations placed on the profession. The major focus of the examination is the health team and the legal guidelines to nursing practice. However, knowledge of licensure, nursing organizations, health care legislation, and ethical and educational guidelines and their influence on the technical nurse's function within the field of nursing also are tested.

CONTENT

I. The Health Team and the Nursing Team
  A. Composition (i.e., members) of each team
  B. Function of individual members of each team
  C. Responsibilities of individual members of each team
  D. Responsibilities of the associate degree nurse
    1. Factors influencing responsibility
      a. Institution policies
      b. Hierarchy of authority (formal and informal)
    2. Channels of communication
  E. Interlocking and overlapping role responsibility and accountability for all members of each team
    1. Utilization of the associate degree nurse with regard to his or her preparation
II. Legal Guidelines to Nursing Practice
  A. Licensure
    1. Purpose
    2. Legal source
      a. U.S. Constitution
      b. States' rights — police power
        (1) Different, state requirements and policies
        (2) Endorsement policy
    3. Obtaining and maintaining the right to practice
    4. Revocation of licensure
      a. Causes of revocation
      b. Procedure for bringing disciplinary action
      c. Possible outcomes
  B. Nurse practice acts
    1. Significance of these acts
    2. States' rights and differences in various states' acts
    3. Guidelines to the practice of nursing
  C. Civil, common, and criminal laws
    1. Understanding the implication of significant legal terms
    2. Distinction among civil, common, and criminal law
    3. Legal implications of drug administration
    4. Legal implications of Good Samaritan Acts, privileged communication, and child abuse acts for the practice of nursing
    5. Extent of legal accountability of the associate degree nurse
      a. Legal documents
      b. Liability insurance
III. Ethical Guidelines to Nursing Practice
  A. Professional (American Nurses' Association)
    1. Code of ethics
    2. Standards of practice
  B. Personal: awareness of the human rights of man
IV. Educational Guidelines
  A. Differences among levels of academic preparation
  B. General purpose of academic preparation at each level
  C. State approval of academic programs
V. Organizations: purposes, membership requirements, reasons for membership, publication
  A. American Nurses' Association
  B. National League for Nursing
  C. Community organizations influencing the nursing profession
    1. Political
    2. Voluntary health associations (e.g., Heart Association, Cancer Society)

SUGGESTED STUDY AID

A study guide may be ordered from the College Proficiency-Regents External Degree Program office for those wishing to be tested in New York State; those wishing to be tested outside New York should contact the American College Testing Program.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN OCCUPATIONAL STRATEGY

Patricia Beck, *Hudson Valley Community College*
Barbara Walsh, *State University of New York Agricultural and Technical College at Farmingdale*
Kathleen Mack, *Genesee Community College*
Phyllis Pelikan, *Nassau Community College*

CLINICAL PERFORMANCE IN NURSING EXAMINATION **Credits: 8**

(Administered only in New York)

General Information: The following summary is not a full examination content description, which can be obtained from the Regents External Degree Program office, but, rather, an abbreviated statement covering the major aspects of the examination.

The Clinical Performance in Nursing Examination (CPNE) is a 2½-day examination administered totally in a general hospital. One test center is in Albany and a second is in the New York City area. It is designed to test a candidate's ability to administer competent clinical care to patients, and to test those areas that cannot be evaluated on written examinations. Associate External Degree nursing candidates are eligible to take the CPNE only after they have successfully completed or have waived the 7 written Regents External Degree Nursing examinations.

Baccalaureate External Degree nursing candidates are eligible to take the CPNE after completing the Health Restoration requirements. Candidates must be enrolled before they are eligible for the CPNE. The CPNE is administered throughout the year by appointment and will be given primarily on weekends (Friday-Sunday). The examination fee is $350.

The examination includes a maximum of 2 simulated nursing laboratory situations, 3 adult Patient Care Situations (PCS's) and 2 child PCS's. To pass the Performance Examination each candidate must successfully complete one of the laboratory situations, 2 of the adult PCS's and 1 of the child PCS's. The faculty has carefully determined those nursing actions which must be correctly performed by the candidates, including specific actions called, "Critical Elements." To be successful in a PCS, a candidate must perform with 100% accuracy according to the "Critical Elements" which are outlined in the "Nursing Process Assessment Guide" section of the Clinical Performance Study Guide.

Each area of nursing care is specifically defined and all of the Critical Elements for it are listed. Patients are selected because they require these areas of care and candidates are evaluated on the basis of their performance of the Critical Elements. Some areas of care are: Personal Hygiene, Vital Signs, Mobility, Fluids, Suctioning, Irrigations, Surgical Dressings, Medications, Infant Feeding, etc.

Following is an example of an area of nursing care and its Critical Elements:

Areas of Care	*Critical Elements*
MEDICATIONS: The administration of drugs by any route: by mouth, intramuscular, intravenous, subcutaneous, or other routes.	1. Secures the correct medication 2. Measures the correct dosage 3. Administers the correct drug to the correct patient 4. Uses the correct route and/or site for administering the medication 5. Administers the medication within ½ hour of the scheduled time 6. If IV Medication: a. Clears air from tubing before initiating flow b. Verifies patency of tube before initiating flow c. Administers or regulates flow to deliver correct amount in correct period of time 7. Records medications

An evaluator will closely observe each candidate during the administration of all aspects of nursing care. Evaluators are nurse educators who have received a special orientation for this role. Since this is a performance examination, evaluators will judge the candidate's actions according the the Nursing Process Assessment Guide; candidates will *not* be asked to explain their actions except as specified on the Nursing Care Plan. Theory has already been tested on written examinations.

Laboratory Simulation

In the laboratory portion of the examination the candidate simulates the preparation and administration of IV, IM, and oral medications and the application of a sterile dressing. An evaluator observes all aspects of the simulations, using the same critical elements as are used in the Patient Care Situations.

The Patient Care Portion of the Examination

The candidate will be required to successfully plan, implement, and evaluate complete nursing care for a minimum of 3 patients, (2 adults and 1 child), and a maximum of 5 patients (3 adults and 2 children). Planning consists of writing a Nursing Care Plan (NCP), which requires listing the patient needs for nursing care, specifying priorities for nursing care. Only after the NCP is approved by the evaluator, may the candidate begin to implement the nursing care required by the particular patient. The candidate's evaluation of the care given and revision of the NCP are part of each PCS.

When a candidate fails any critical element or in any way violates principles of asepsis or jeopardizes the physical and/or emotional well-being of the patient, that PCS is terminated and the candidate failed. This degree of stringency is required for the protection of patients and the assurance of quality performance; candidates are given 3 opportunities to pass two adult PCS's and 2 opportunities to pass 1 child PCS. During the 2½-day examination, each candidate is evaluated by at least 3 different evaluators to minimize potential bias in the evaluation process.

The CPNE may be considered a diagnostic or self-learning experience and candidates who fail the examination may retake it at a later time. The requirements for reapplication are given in the study guide.

The candidate will know the outcome of the CPNE at the conclusion of the examination.

Schedule

The schedule for the 2½-day examination is as follows:

Day 1 — 4:30	Orientation to examination and to hospital units; Lab 1
Day 2 — 7:30 a.m. - 1 p.m.	PCS 1 and 2
2:30 - 3:30 p.m.	Lab 2 (if needed)
Day 3 — 7:30 a.m. - 4:30 p.m.	PCS 3-5

Study Guide

The candidate Study Guide specifies all areas of nursing care that may be selected, all critical elements, and all rules and regulations pertaining to the Clinical Performance Examination. It also includes suggestions on methods of preparation for the exam. The Study Guide is available to enrolled candidates on request from the Regents External Degree Program office.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN CLINICAL PERFORMANCE IN NURSING

Helen Burnside, *State University of New York Central Administration (University of Hawaii at Manoa as of 1977)*
Sylvia Edge, *Middlesex Community College*
Violet Katz, *Bronx Community College*
Marianne Lettus, *Hudson Valley Community College*
Mildred Montag, *Professor Emeritus, Teachers College, Columbia University*
Lois Muzio, *Empire State College of the State University of New York*
Alice Rines, *Teachers College, Columbia University*
Dolores Saxton, *Nassau Community College*
Rose Tantalo, *Monroe Community College*
Mary Zimmerman, *Queensborough Community College*

Turn to the back of this catalog to order
College Proficiency and
Regents External Degree
Study Guides

BACHELOR OF SCIENCE IN NURSING EXAMINATIONS

This section presents brief descriptions of the 5 written and 3 performance examinations required in the nursing component of the BSN degree program. These examinations, with the exception of the Clinical Performance Examination in Nursing, are still being developed; therefore, additional details are not yet available. Outlines for the content to be learned for the written examinations will be ready by early 1977; the examinations and study guides for them are expected to be available by late 1978. Until then the following descriptions should be used in preparing for the examinations.

Each of the written examinations tests for knowledge and comprehension of the content described below, as well as the application, analysis, and evaluation of such content.

Until the Health Restoration examinations are available, three New York College Proficiency examinations in nursing may be used. See the BSN degree description section for conditions governing their use, and refer to the College Proficiency Examination outline section for the content covered in these exams.

The Clinical Performance in Nursing examination already is available. See pages 290-292 for a detailed description. The Health Assessment Performance examination is expected to be available in 1977, and the Professional Performance examination should be available in 1978.

PROFESSIONAL STRATEGIES

(Administered nationwide)

The Professional Strategies examination is designated to test an individual's knowledge and understanding of the professional role within the occupation of nursing. Primary focus is on professional practice and the health care delivery system. Other areas tested include the understanding of the development of the profession of nursing, professional organizations, and the evolution of nursing practice and education and standards for nursing practice.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN PROFESSIONAL STRATEGIES

Barbara Beeker, *Russell Sage College*
Dolores Brown, *Medgar Evers College of The City University of New York*
Anne Kibrick, *Boston State College*
Kathleen Mack, *Genesee Community College*
Elaine Wittman, *Adelphi University*

HEALTH SUPPORT — AREA I

(Administered nationwide)

The Health Support I examination focuses on patterns that influence wellness and on the potential barriers to wellness. Emphasis is placed on the use of the nursing process to support the health of the client (individual, family, community) throughout the life cycle, with consideration for patterns of activity, sustenal patterns, developmental patterns, life-space, and the interrelationship of patterns.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN HEALTH SUPPORT — AREA I

Michele Garges, *Molloy College*
Joan Hagan, *New York City Information and Counseling Program for Sudden Infant Death*
Grace Harder, *Pace University, Pleasantville*
Sybil Norris, *Syracuse University*
Mary Tomaselli, *Hunter College of The City University of New York, Bellevue School of Nursing*
Marion Weber, *Monroe County Health Department*

HEALTH SUPPORT — AREA II

(Administered nationwide)

The Health Support II examination focuses on those patterns which place the client (individual, family, community) at high risk for major health problems. The major health problems to be considered are: nutrition, problems of pregnancy, mental illness, cardiovascular/pulmonary problems, accidents, neoplasms, infections and communicable diseases, neurological problems, endocrine problems, autoimmune diseases, and birth defects and genetic problems. Emphasis is placed on the use of the nursing process in supporting the health of the client throughout the life cycle. Consideration is given to disruptions in activities, sustenal patterns, developmental patterns, life-space, and interrelationships of patterns.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN HEALTH SUPPORT—AREA II

Keville Frederickson, *New York University*
Virginia Kiely, *Daemen College*
Rita Kopf, *Adelphi University, Northshore University Hospital*
John Phillips, *Hunter College of The City University of New York, Bellevue School of Nursing*
Gail Sinquefield, *State University of New York at Stony Brook*
Kathleen Sward, *State University of New York at Binghamton*

HEALTH RESTORATION — AREA I

(Administered nationwide)

The content for the Health Restoration I examination is based upon the interrrelationship between the nursing process and changes in the client system (the individual, family, and community). The nursing process is emphasized as the framework for assisting clients to adapt to changes in a manner which promotes restoration, palliation, habilitation, and rehabilitation. Changes in client systems include biopsychosocial alterations in response to stressors. Examples of stressors will be selected from the following major health problems which occur throughout the life cycle: cardiovascular problems, respiratory problems, neoplasms, accidents, endocrine and metabolic disorders, and autoimmune problems.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN HEALTH RESTORATION—AREA I

Genrose Alfano, *Montefiore Hospital*
Jacqueline Hott, *Adelphi University*
Sarah Keating, *Russell Sage College*
Judy Kohl, *State University of New York at Binghamton*
Paula Scharf, *Pace University, Pleasantville*
Margaret Tyson, *Hunter College of The City University of New York, Bellevue School of Nursing*

HEALTH RESTORATION — AREA II

(Administered nationwide)

The content for the Health Restoration II examination is based upon the interrelationship between nursing process and changes in the client system (the individual, family, and community). The nursing process is emphasized as the framework for assisting clients to adapt to changes in a manner which promotes restoration, palliation, habitation, and rehabilitation. Changes in client systems include biopsychosocial alterations in response to stressors. Examples of stressors will be selected from the following major health problems which occur throughout the life cycle: mental illness, neurological and sensory disorders, inflammations, infections and communicable diseases, complications of pregnancy and the high-risk neonate, birth defects and genetic problems, malnutrition and ecological crises.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN HEALTH RESTORATION—AREA II

Cecilia Mulvey, *Syracuse University*
Rose Ann Naughton, *Molloy College*
Irene Pagel, *Adelphi University*
Mary Patrick, *Seton Hall University*
Alice Reilly, *Pace University, Pleasantville*
Judy Ronald, *State University of New York at Buffalo*
Gladys Scipien, *Boston University*

CLINICAL PERFORMANCE IN NURSING EXAMINATION

(Administered only in New York)

This area examines the candidate's ability to perform technical portions of nursing, including the manipulative skills necessary to administer nursing care. It takes 2½ days and involves the application of nursing process in caring for several child and adult patients, evaluated one at a time. To be eligible for the Clinical Performance Examination, BSN candidates must be enrolled in the Regents External Degree Nursing Program and must have satisfied the Health Restoration requirements. (A more detailed description can be found on pages 290-292. A complete study guide is available to enrolled candidates on request.)

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN CLINICAL PREFORMANCE IN NURSING

Helen Burnside, *State University of New York Central Administration (University of Hawaii at Manoa as of 1977)*
Sylvia Edge, *Middlesex Community College*
Violet Katz, *Bronx Community College*
Marianne Lettus, *Hudson Valley Community College*
Mildred Montag, *Professor Emeritus, Teachers College, Columbia University*
Lois Muzio, *Empire State College of the State University of New York*
Alice Rines, *Teachers College, Columbia University*
Dolores Saxton, *Nassau Community College*
Rose Tantalo, *Monroe Community College*
Mary Zimmerman, *Queensborough Community College*

HEALTH ASSESSMENT PERFORMANCE EXAMINATION

(Administered only in New York)

The Health Assessment Performance examination tests the candidate's ability to conduct a total health assessment of an individual client. This includes three phases: interviewing the client to obtain a detailed health history, performing a physical examination, and making recommendations based on an analysis of the data obtained. Candidates must be officially enrolled in the program to take this examination.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN HEALTH ASSESSMENT PERFORMANCE EXAMINATION

Pamela Brown, *Boston State College*
Sylvia Fields, *State University of New York at Stony Brook*
Deena Gill, *Herbert H. Lehman College of The City University of New York*
Marjorie Keenan, *Russell Sage College*
Dolores Saxton, *Nassau Community College*
Louise Schlachter, *Pace University, Pleasantville*

PROFESSIONAL PERFORMANCE EXAMINATION

(Administered only in New York)

The Professional Performance examination evaluates competence at the beginning BSN level in the following dimensions of professional practice: nursing process and the management of clients, teaching, collaboration with others, leadership, research, communication, and clinical decision-making. Candidates will be evaluated on the critical elements designated for each of these areas in relation to individuals, families, and groups with acute, long-term, or primary nursing care needs.

At least a portion of the examination will use simulated situations. Candidates must be enrolled and must have completed all other nursing requirements to be eligible for this final performance examination.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN PROFESSIONAL PERFORMANCE

Virginia Barker, *Alfred University*
Helen Burnside, *State University of New York Central Administration (University of Hawaii of Manoa as of 1977)*
Dorothy DelBueno, *Columbia Presbyterian Hospital*
Jeanne Dorie, *Cornell University, New York Hospital*
Maureen Monck, *Psychotherapist, Private Practice*
Mildred Montag, *Professor Emeritus, Teachers College, Columbia University*
Virginia O'Halloran, *Dominican College of Blauvelt*
Judith Sullivan, *University of Rochester*

INFORMATION ON SOME OTHER INDEPENDENT STUDY PROGRAMS

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) INDEPENDENT STUDY CATALOG

To aid military personnel who are interested in pursuing independent study, the Defense Activity for Non-Traditional Education Support (DANTES) has published a two-volume DANTES Independent Study Catalog. Volume I contains information on how to use the Independent Study Catalog, Non-Traditional Adult High School Completion Programs, Associate Degree and Vocational Certificate Programs, Baccalaureate Programs, and External Degree Programs — including New York's Regents External Degrees. Volume II includes directories for independent study high school courses, college and university courses, and graduate and noncredit continuing education courses; it also includes information on collegiate independent study policies and courses by institution.

Most base education officers have a copy of the DANTES Independent Study Catalog, and interested students should contact them for further information.

EMPIRE STATE COLLEGE

Empire State College of the State University of New York is a nonresidential college that offers nontraditional, individualized programs of study that are developed according to student's particular interests and educational needs.

Under the guidance of an ESC faculty "mentor," a student draws up a "learning contract" which outlines goals and topics of study. A learning contract may include one or more of the following methods of study: independent study under the guidance of a mentor; formal course work at another college; travel; independent research; correspondence or media courses designed for self-study.

A wide variety of academic offerings are available at the college's 31 learning centers and units that are spread across New York. Admission is monthly throughout the year. Bachelor and Associate degrees are awarded.

Empire State College also coordinates SUNY's Independent Study Program which offers 106 correspondence courses in 14 fields of study. Those interested in the SUNY-wide program may enroll at Empire State College or at any other participating State University campus.

For further information or applications contact:

Director of Admissions
Empire State College
State University of New York
2 Union Avenue
Saratoga Springs, New York 12866

NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING

The NYC Regional Center for Life-Long Learning was established in 1974 as a clearinghouse for postsecondary continuing education programs and courses in New York City. It provides a telephone information-referral service on continuing education programs and courses beyond the level of high school in the five boroughs and also publishes a *Directory of Continuing Education Opportunities in New York City*. Persons who wish to use the telephone service may call Area 212: 564-9662 between the hours of 9 a.m. - 5 p.m. weekdays. Mail inquiries — which should indicate the specific subject or field of interest (e.g., music, stenography), borough of preference, whether a course or program is desired, and a return address and telephone number — may be forwarded to the following address:

NYC Regional Center for Life-Long Learning
The City University of New York
101 West 31st Street — 7th Floor
New York, New York 10001

The Center is funded as a public service by Title I of the Higher Education Act of 1965, administered by the New York State Education Department.

THE GREATER CLEVELAND EXTERNAL DEGREE SERVICE

A non-profit educational agency, the Greater Cleveland External Degree Service was created in March 1974 to help adults in the northern Ohio region complete undergraduate degrees offered by several selected collegiate external degree programs. To date, over 500 adults have re-entered the educational mainstream through the Service's Orientation-Evaluation Sequence. The Sequence, offered ten times during the year, guides the adult through the identification and evaluation of all prior collegiate level learning — whether classroom or experiential — and measures the learning acquired against the requirements of the degree best suited to the student's career goals and educational objectives. A Master Learning Plan is developed for each student which clearly indicates the student's current standing, the learning tasks remaining, the methods to be followed, how long it will take, and the total cost for the degree.

To help the adult complete the degree requirements, the Service provides the resources of its Learning Center. Guided by a skilled educational consultant, the adult may acquire the knowledge he or she needs, with the help of subject matter experts, through tutorials, special study projects, guided independent study, classroom work, accredited correspondence courses, or in other ways. The knowledge acquired is then demonstrated by assessment, examinations, or college transcript.

Credit and degrees are awarded by the institutions participating in the program. The Service functions, for a fee, as a counseling, learning, assessment, and testing center for adults who are enrolled, or wish to prepare to enroll, in external degree programs.

For further information write to:

Greater Cleveland External Degree Service
2422 Prospect Avenue
Cleveland, Ohio 44115

or telephone: (216) 621-5557

THE REGIONAL LEARNING SERVICE OF CENTRAL NEW YORK

The Regional Learning Service assists people interested in independent study and off-campus degree programs. It does not award degrees itself; it helps people to find enrichment in all educational resources and to earn academic certification from the Regents External Degree Program, Empire State College of the State University of New York, colleges and universities in Central New York, and others. RLS facilitates educational use of formal and informal learning opportunities in colleges and universities, in business and industry, in trade unions and vocational institutes, in cultural and social agencies, in libraries and laboratories, and in mass media and home study programs.

Learning consultants of RLS provide personalized support to independent students in Central New York of all ages and educational levels. In a variety of individual and small group settings, learning consultants assist people:

1. To develop realistic occupational and educational goals.
2. To assess their standing in relation to these goals.
3. To select the courses, tutors, and other educational options in the region most appropriate to their goals, educational needs, learning styles, personal schedules, and economic situations.
4. To prepare for State and national examinations relevant to their academic progress.
5. To receive academic credit for learning they achieve through study, work, and life experiences outside of academic institutions.
6. To continue their learning efforts until their educational goals are reached.

The Regional Learning Service is sponsored by the private and public 2-year and 4-year colleges and universities that belongs to the Central New York Consortium for the External Degree.

For information write:

Director
Regional Learning Service of Central New York
405 Oak Street
Syracuse, New York 13203 or telephone (315) 477-8711 or
(315) 477-8425

UNIVERSITY WITHOUT WALLS

The University Without Walls is a nontraditional degree program established to encourage research and experimentation in higher education. It was founded by the Union for Experimenting Colleges and Universities, an association of 31 institutions, whose headquarters is at Antioch College, 930 Corry Street, Yellow Springs, Ohio 45387. Five of these institutions are located in New York State. Although there is great variety in University Without Walls programs, all institutions involved are committed to common ideas and goals. Among these key concepts are wide age range, greater variety of resources, individualized programs, adjunct faculty, the fostering of self-disciplined study, and assessment of competence rather than counting of credit hours. The five New York State institutions with University Without Walls units are:

Bard College
Annandale-on-Hudson, New York 12504

Friends World College
Plover Lane, Lloyd Harbor
Huntington, New York 11743

Hofstra University
Hempstead, New York 11550

Skidmore College
Saratoga Springs, New York 12866

New York University
New York, New York 10012

ADDITIONAL INDEPENDENT STUDY PROGRAMS

Because of the increasing numbers of individuals who wish to obtain college credit for independent study, and the pressing need to develop alternate routes toward obtaining post-secondary education, growing numbers of colleges are now offering special degree programs to meet the needs of mature persons seeking college degrees. Some of the main features of these programs are:

- Preadmission counseling to evaluate applicant's background and experience in order to place them at an appropriate level in college
- Courses geared to interests of adults in content and approach
- Program formats and schedules geared to the convenience of individuals having responsibilities to job, family, and community. Some programs provide for this through evening seminars; some through various types of off-campus study. In these instances, residence requirements are either totally abolished or kept at a minimum.

For more information on these programs and matriculation requirements write to any of the following colleges:

Special Degree Program for Adults
Brooklyn College
Bedford Avenue and Avenue H
Brooklyn, New York 11210

School of Continuing Education
New York University
10 East Eighth Street
New York, New York 10003

Weekend College Office
C. W. Post Center
Long Island University
Greenvale, New York 11548

Adult Collegiate Education Program
Queens College
65-30 Kissena Boulevard
Flushing, New York 11367

Independent Study Degree Program
University College
Syracuse University
610 East Fayette Street
Syracuse, New York 13202

Bachelor of Professional Studies Program
Pace University
Pace Plaza
New York, New York 10038

External Degree Program
New York Institute of Technology
P.O. Box 170
Old Westbury, New York 11568

Office of Continuing Education
Bachelor of Arts in Liberal Studies
State University College at Brockport
Brockport, New York 14420

Excel Program
Fordham University at Lincoln Center
60th Street and Columbus Avenue
New York, New York 10023

GRADUATE DEGREE PROGRAMS

The Empire State College Learning Resources Center publishes an *Innovative Graduate Programs Directory* which contains information on nontraditional and innovative graduate programs offered through 112 institutions across the United States. Brief descriptions of the programs, the degrees they offer, and the name and address of the institution and contact person are given for each program. Accreditation information and a Subject Index are also included. Copies of the Second Revised Edition of the *Innovative Graduate Programs Directory* can be obtained for a fee of $4.00 (plus state and local sales tax for orders delivered in New York State) by writing to:

Educational Materials Distribution Center
Empire State College
P.O. Box 88
Saratoga Springs, New York 12866

HOME STUDY COURSES

There are many good home study courses offered by colleges and by private home study schools. Unfortunately some organizations provide little for the fees they charge. Before signing up for a home study course, the students should check on the reputation of the organization offering it, be sure that the course is in the subject and *at the level* in which they are interested, and read carefully any contract they are asked to sign.

Many colleges and universities across the country offer correspondence courses. A complete list of these schools and the courses they offer is available from:

Independent Study Division
National University Extension Association
One Dupont Circle, Suite 360
Washington, D.C. 20036 (catalog fee: $2.00)

Information on the State University of New York's Independent Study Program, coordinated by Empire State College, can be obtained by writing:

Independent Study Program
Empire State College
State University of New York
2 Union Avenue
Saratoga Springs, New York 12866

A directory of schools which offer correspondence courses, although not necessarily on the college level, is available from:

National Home Study Council
1601 18th Street, N.W.
Washington, D.C. 20009

Section 5001 of the New York State Education Law prescribes that private schools, including those offering correspondence courses, located in the State be licensed by the State Education Department. Such a license is issued when the Department has assured itself that the school has met the requirements of the law and the regulations of the Department. Many of these school do not offer college-level courses, so prospective enrollees should check to make sure that courses will meet their needs. Questions concerning licensure of particular schools in New York State may be directed to:

Bureau of Occupational School Supervision
New York State Education Department
99 Washington Avenue — Room 1618
Albany, New York 12230

The College Proficiency Examination-Regents External Degree Program office does not endorse nor encourage use of any particular educational organization, study program, or publication. The Program office does recommend to candidates the use of the examination study guides and "How to Study Independently" booklet referred to on page 190 of this catalog. For further assistance, individuals should, also, communicate with their Program Advisor or Transcript Evaluator.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

A national proficiency examination program called the College-Level Examination Program of the College Entrance Examination Board administers examinations every month at many testing centers throughout New York State and the United States. The College-Level Examination Program offers General Examinations and Subject Examinations similar to those offered by the College Proficiency Examination Program.

The CLEP tests can be used to satisfy Regents External Degree requirements and many colleges will also recognize performance on these tests. The candidate should check with the Director of Admissions or other personnel at the college or university from which he or she wishes to receive credit.

For information on CLEP write to:

College-Level Examination Program
Box 1824
Princeton, New Jersey 08540

ORDER FORM FOR COLLEGE PROFICIENCY EXAMINATION AND REGENTS EXTERNAL DEGREE EXAMINATION STUDY GUIDES AND AIDS

If you plan to take CPE or RED examinations in New York or are already enrolled in a Regents External Degree, please check the title of all examinations for which you wish to have a free study guide. Then mail this form to:

Study Guides
College Proficiency and
Regents External Degree Examinations
99 Washington Avenue — Room 1919
Albany, New York 12230

Those planning to take those CPE and RED examinations administered outside New York State should refer to the list on pages 307-308 in Part IV of this catalog and write to the American College Testing Program at the address given on the inside back cover — for both the Study Guides and the "How to Study Independently" booklet.

STUDY GUIDES FOR CPE's

______Adult Nursing
______African and Afro-American History
______American History
______American Literature: The Beginnings to the Civil War
______American Literature: The Civil War to the Present
______Anatomy and Physiology
______Biology
______Corrective and Remedial Instruction in Reading (graduate level)
______Criminal Investigation
______Diagnosis and Remediation of Reading Problems
______Earth Science
______Educational Psychology
______European History
______Freshman English
______Fundamentals of Nursing
______Health Education I
______Health Education II
______Health Education III
______History of American Education
______Intermediate Typewriting
______Introduction to Criminal Justice
______Introductory Typewriting
______Maternal and Child Nursing (Associate Level)
______Maternal and Child Nursing (Baccalaureate Level)
______Psychiatric-Mental Health Nursing
______Reading Instruction in the Elementary School
______Shakespeare

STUDY GUIDES FOR REGENTS EXTERNAL DEGREE EXAMINATIONS IN NURSING

______Clinical Performance in Nursing
______Commonalities in Nursing Care — Area I
______Commonalities in Nursing Care — Area II
______Differences in Nursing Care — Area I
______Differences in Nursing Care — Area II
______Differences in Nursing Care — Area III
______Nursing Health Care
______Occupational Strategy

STUDY GUIDES FOR RED BUSINESS EXAMINATIONS

______Accounting (Level I)
______Accounting (Level II)
______Accounting (Level III) — all three areas
______Business Environment and Strategy
______Finance (Level I)
______Finance (Level II)
______Finance (Level III)
______Management of Human Resources (Level I)
______Management of Human Resources (Level II)
______Management of Human Resources (Level III)
______Marketing (Level I)
______Marketing (Level II)
______Marketing (Level III)
______Operations Management (Level I)
______Operations Management (Level II)
______Operations Management (Level III)

STUDY GUIDES FOR THE MODERN LANGUAGE ASSOCIATION'S FOREIGN LANGUAGE PROFICIENCY TESTS

______Foreign Languages (French, German, Italian, Russian, Spanish)

______"How to Study Independently" booklet

Name ______________________________

Address ______________________________

____

Alphabetical Index of College Proficiency and Regents External Degree Examinations

PAGE
Accounting (Level I) ... 226
Accounting (Level II) ... 227
Accounting (Level III) ... 228
Adult Nursing ... 269
African and Afro-American History ... 195
American History* ... 197
American Literature: The Beginnings to the Civil War ... 198
American Literature: The Civil War to the Present ... 200
Anatomy and Physiology ... 202
Applied Music* ... 207
Biology* ... 209
Business Environment and Strategy ... 245
Clinical Performance in Nursing* ... 290; 295
Commonalities in Nursing Care (Area I) ... 277
Commonalities in Nursing Care (Area II) ... 279
Corrective and Remedial Instruction in Reading (Graduate Level) ... 265
Criminal Investigation ... 222
Diagnosis and Remediation of Reading Problems (Graduate Level)* ... 266
Differences in Nursing Care — Area I ... 282
Differences in Nursing Care — Area II ... 283
Differences in Nursing Care — Area III ... 285
Earth Science ... 213
Educational Psychology ... 248
English (see Freshman English) ... 217
European History* ... 214
Finance (Level I) ... 230
Finance (Level II) ... 231
Finance (Level III) ... 232
Foreign Languages — French, German, Italian, Russian, and Spanish* 253
French (see Foreign Languages)* ... 253
Freshman English ... 217
Fundamentals of Nursing ... 270
German (see Foreign Languages)* ... 253
Health Assessment Performance* ... 296
Health Education I: Personal Health — Physical Aspects ... 257
Health Education II: Personal Health — Emotional-Social Aspects ... 259
Health Education III: Public-Environmental Health ... 260
Health Restoration — Area I ... 294

---

*Administered only in New York State

Health Restoration — Area II 295
Health Support — Area I 293
Health Support — Area II 294
History of American Education 249
Intermediate Typewriting* 224
Introduction to Criminal Justice 220
Introductory Typewriting* 223
Italian (see Foreign Languages)* 253
Management of Human Resources (Level I) 234
Management of Human Resources (Level II) 236
Management of Human Resources (Level III) 237
Marketing (Level I) 238
Marketing (Level II) 239
Marketing (Level III) 240
Maternal and Child Nursing (associate degree level) 271
Maternal and Child Nursing (baccalaureate degree level) 273
Medical-Surgical Nursing (Adult Nursing) 269
Music (see Applied Music) 207
Nursing Clinical Performance* 290; 295
Nursing Health Care 287
Occupational Strategy (Nursing) 289
Operations Management (Level I) 242
Operations Management (Level II) 243
Operations Management (Level III) 244
Philosophy of Education (Graduate Level) 251
Professional Performance (Nursing)* 296
Professional Preparation (Teaching Methods) — Foreign Languages* . . 253
Professional Strategies 293
Psychiatric-Mental Health Nursing 274
Reading Instruction in the Elementary School 263
Russian (see Foreign Languages)* 253
Shakespeare 219
Spanish (see Foreign Languages)* 253

(A listing of examinations grouped by subject matter is given in the Table of Contents.)

---

*Administered only in New York State

CORRESPONDENCE DIRECTORY

Information about	Contact
Regents External Degree Programs Associate in Arts Associate in Science Associate in Applied Science (nursing) Associate in Science (nursing) Bachelor of Science (nursing) Bachelor of Arts Bachelor of Science Bachelor of Science (business administration) Regents Credit Bank	Regents External Degree Program The University of the State of New York 99 Washington Avenue — Room 1919 Albany, New York 12230
Candidate Counseling — Regents External Degrees and College Proficiency Examinations	Advisement Office The University of the State of New York 99 Washington Avenue — Room 1919 Albany, New York 12230
Study Guides and Aids	Those taking CPE's and REDE's in N.Y.: Study Guides College Proficiency and Regents External Degree Examinations 99 Washington Avenue — Room 1919 Albany, New York 12230 Those taking CPE's and REDE's outside N.Y.: Coordinator, ACT Proficiency Examination Program American College Testing Program P.O. Box 168 Iowa City, Iowa 52240
Status Reports and Transcripts — Regents External Degrees and Regents Credit Bank	Office of Independent Study Assessment and Testing The University of the State of New York 99 Washington Avenue — Room 1924 Albany, New York 12230
Transcripts — College Proficiency and Regents External Degree Examinations	Office of Independent Study Assessment and Testing The University of the State of New York 99 Washington Avenue — Room 1924 Albany, New York 12230
Transcripts for Defense Activity for Non-Traditional Education Support (DANTES), United States Armed Forces Institute (USAFI) examinations and courses	DANTES (Transcripts) 2318 S. Park Street Madison, Wisconsin 53713 For examinations taken after July 1, 1974: DANTES Box 2819 Princeton, New Jersey 08540 ($2.00 fee)
Transcripts for College Entrance Examination Board Advanced Placement (AP) Examinations	Advanced Placement Examinations P.O. Box 977 IS Princeton, New Jersey 08540
Examinations College Proficiency Examinations and Regents External Degree Examinations Special Assessment Undergraduate Program (UP) Field Tests	(New York State residents) College Proficiency Examination Program New York State Education Department 99 Washington Avenue — Room 1924 Albany, New York 12230
College Proficiency Examinations and Regents External Degree Examinations	(Residents outside New York and overseas) Coordinator, ACT Proficiency Examination Program American College Testing Program P.O. Box 168 Iowa City, Iowa 52240
College-Level Examination Program (CLEP)	College-Level Examination Program P.O. Box 1824 Princeton, New Jersey 08540
Graduate Record Examinations (GRE)	Graduate Record Examination Program P.O. Box 955 Princeton, New Jersey 08540
Advanced Placement (AP) Examinations	College Board Publication Orders Advanced Placement Examinations P.O. Box 2815 Princeton, New Jersey 08540
Evaluations of Noncollegiate Educational Programs made by N.Y. State's Office on Noncollegiate Sponsored Instruction and by the American Council on Education	Office on Noncollegiate Sponsored Instruction New York State Education Department 99 Washington Avenue — Room 1845 Albany, New York 12230
Teacher Certification Requirements (New York State)	Division of Teacher Education and Certification New York State Education Department 99 Washington Avenue — Room 1941 Albany, New York 12230

QUICK INDEX

Advisors — College Proficiency Examinations — Regents External Degrees 32
Application Procedures — College Proficiency and
  Regents External Degree Examinations 182
Approaches to Earning Credit 10
Associate in Arts Degree 39
Associate in Science Degree 39
Associate Degrees in Nursing 61
Bachelor of Arts Degree 108
Bachelor of Science Degree 108
Bachelor of Science (business administration) Degree 134
  General Business Option 135
  Subject Area Concentration Option 153
Bachelor of Science (nursing) Degree 87
Correspondence Directory ..... Inside Back Cover
Costs — College Proficiency and Regents External Degree Examinations 183
Costs — Regents External Degrees 31
Duplication of Credit 27
Earning Credits Toward Regents External Degrees 10
Enrollment Procedures — Regents External Degrees 36
Examinations — Alphabetical Index of Examinations 307
Grading — College Proficiency and Regents External Degree Examinations 184
Grading — Regents External Degree Program Requirements 28
Higher Education Library Advisory Service 34
Preparation for College Proficiency and Regents External Degree Examinations . 189
Regents Credit Bank 173
Special Assessment 23
Staff Members of the Regents External Degree and College Proficiency
  Examination Programs xii
Status Reports and Transcripts (Regents External Degrees) 30
Study Guides — Order Form 305
Teacher Certification 187
Transcripts (College Proficiency and Regents External Degree Examinations) 187
Use of College Proficiency and Regents External Degree Examinations 186